



# Warminster Sambourne Church of England Voluntary Controlled Primary School

## Inspection Report

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Better  
education  
and care

**Unique Reference Number** 126374  
**Local Authority** Wiltshire  
**Inspection number** 293540  
**Inspection dates** 6–7 February 2007  
**Reporting inspector** Tom Simpson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Sambourne Road
<b>School category</b>	Voluntary controlled		Warminster
<b>Age range of pupils</b>	4–11		BA12 8LF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01985 212458
<b>Number on roll (school)</b>	188	<b>Fax number</b>	01985 218395
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Rankine
		<b>Headteacher</b>	Angela Reeves
<b>Date of previous school inspection</b>	30 September 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a slightly smaller than average sized primary school serving a socially diverse community. The percentage of pupils with learning difficulties and disabilities is slightly above average. The number of pupils who enter and leave the school other than at the normal time is also slightly above average. Nearly all pupils are White British and none are at an early stage of learning English as an additional language. Attainment on entry varies from year to year but is broadly average overall. There have been a significant number of changes in teaching staff in the past year. The school is currently receiving additional support from the local authority.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

At present the school is not effective enough and does not give adequate value for money. Children make a good start in the Reception Year because there is good provision to meet their needs. Academic standards are at least average, and improving in Reception and in Years 1 and 2. However, by the time pupils leave the school, standards are below average overall in English, mathematics and science as achievement in Years 3 to 6 is inadequate. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is, therefore, given a Notice to Improve. Significant improvement is required in relation to the achievement of pupils.

The headteacher, governors and staff agree that standards are not high enough and have a high level of commitment to raising them further. With the help of the local authority, they have begun to set about putting things right and are meeting with some success in addressing the issues. Overall leadership and management are satisfactory. Teaching has been carefully monitored and weaknesses tackled and this is improving the quality of pupils' learning. Test data are rigorously analysed and the results are put to good use in setting academic targets for the pupils. Self-evaluation is thorough and reflected in relevant developmental planning, although this has not yet had time to have a full impact on standards.

This school has some strong features. The care, guidance and support given to pupils are good and staff know them well as individuals. As a result, pupils' personal development is good. Most pupils are keen to come to school, enjoy their lessons and are well behaved. They are provided with a sound curriculum and a good number of extra activities contribute well to their overall quality of education. Teaching is satisfactory overall. A growing number of lessons are good, but there is scope to extend the best practice and improve the quality of teaching still further. Pupils' spiritual, moral, social and cultural education is good and pupils have a good understanding of the need for a healthy lifestyle and the necessity of physical exercise.

Teachers have good relationships with the pupils and manage them well. However, sometimes work set is not challenging enough for more able pupils particularly in Years 3 to 6. Improvement since the last inspection is satisfactory overall. It has been good in some areas and the key issues noted in the last report have been addressed well. Standards in Years 1 and 2 have improved steadily over the past four years. By contrast, in Years 3 to 6, there has been an overall decline in standards after an initial improvement. However, the school's strategies for improving standards and achievement are already having an impact in increasing the rate of pupils' progress. The school has a satisfactory capacity for further improvement.

### What the school should do to improve further

- Raise standards and improve achievement, particularly for the more able pupils, in English, mathematics and science in Years 3 to 6.

- Ensure that the features of the best teaching are seen in all lessons.

## **Achievement and standards**

### **Grade: 4**

Pupils' achievement is currently inadequate overall and the standards they reach by the time they leave the school are below average. Children in Reception and Years 1 and 2 make at least satisfactory progress and standards in Year 2 have been steadily rising over the past three years. In the 2006 assessments at the end of Year 2, results in reading, writing and mathematics were significantly above average. In the end of Year 6 national tests, however, results overall were significantly below average and were exceptionally low in science. These pupils made insufficient progress from Year 2. Standards of the current Year 6 continue to be below the expected levels because they are still making up lost ground. However, improvements are now being made. The school has successfully implemented a number of strategies to address the underachievement. In Years 3 to 5, most pupils are now making satisfactory progress. Pupils with learning difficulties and disabilities make at least satisfactory progress and many make good progress towards the targets set for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school, which is reflected in their good levels of attendance. They participate in lessons enthusiastically. Improvements have been made to pupils' cultural awareness since the last inspection. Good links with schools in Saudi Arabia and India enhance pupils' understanding of the diversity of the wider world. Behaviour is good overall with only one recent exclusion. There is a very small amount of inappropriate behaviour in an occasional lesson, but this is dealt with well. Pupils have a sense of belonging to the school community and enjoy representing others on the school council. They value the chance to express their views, and appreciate that these are taken seriously. They also show much initiative about ways to help others, such as organising a variety of charitable events and visiting local residential homes for the elderly.

Pupils are very aware of the importance of living healthy lifestyles and enjoy taking plenty of exercise, in both physical education lessons and after school clubs. The vast majority of pupils say they feel safe at school. Pupils are developing a satisfactory range of skills that will contribute to their future well-being, particularly in information and communication technology (ICT) and in learning to cooperate with one another.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning have improved in the recent past and are satisfactory overall. There are examples of good teaching throughout the school and this is beginning to impact successfully on pupils' achievement. A particular strength within the teaching is the positive way in which pupils, including those with potential behavioural difficulties, are managed well and consistently treated with respect. As a result they behave well and have good attitudes towards their work. Planning is generally detailed and of good quality. Teachers' use of questioning to support pupils' learning is usually effective. However, in some lessons, the tasks provided are not challenging enough, particularly for the more able pupils. In addition, there are times when the pace of pupils' learning is not quick enough. Pupils with learning difficulties and disabilities are taught effectively and are well supported by teaching assistants.

Appropriate strategies for assessing and tracking pupils' progress in English and mathematics are in place. The results of assessments are beginning to be used well to identify pupils who need extra support.

### Curriculum and other activities

#### Grade: 3

The curriculum meets the needs of most pupils. Adaptations are currently being made to make links between subjects, so that pupils have better opportunities to apply their literacy and numeracy skills across the curriculum. The school has recognised that this is an important strategy to raise achievement. Provision for children in the Reception Year is good and is carefully planned to nurture children's personal and emotional development and to develop their love of learning. Provision for ICT is also good. It has improved effectively since the last inspection and work in ICT is well linked to other subjects.

There are a good number of extra-curricular activities provided for pupils and the curriculum is further enhanced through a wide range of visits and visitors. The school has been awarded the 'Activemark' by the Department for Education and Skills in recognition of the exceptional range of sporting activities offered to pupils. Activities planned for pupils with learning difficulties and disabilities take good account of their needs and individual targets.

### Care, guidance and support

#### Grade: 2

The school's very caring ethos means that pupils are highly valued as individuals and grow well in self-esteem. This contributes well to their overall personal development. Child protection and health and safety procedures are robust and good arrangements

are in place for safe staff recruitment. There are good links with parents, carers and outside agencies to support vulnerable children.

Academic guidance is good overall although some aspects have not been in place long enough to have had a significant impact on pupils' achievement. Pupils have individual targets for reading, writing and mathematics. There is a good system in place to ensure that they all know their targets and what they should be working towards. This is effectively supporting the drive to improve standards although there is still some way to go before the impact is evident. The quality of marking is generally good and is effective in informing pupils about what they should do next to improve their work.

## **Leadership and management**

### **Grade: 3**

The headteacher is highly committed to all aspects of pupils' development and is now well focused on improving their achievement. All staff have a strong level of commitment to raising standards and have been proactive in adopting new procedures to achieve this.

The headteacher regularly monitors teaching and other aspects of the school's work and identifies areas for improvement. Key subject leaders, supported by colleagues from the local authority, successfully monitor standards and provision in their areas of responsibility. The information gained is used to produce relevant and detailed action plans for improvement. These strategies are beginning to have positive outcomes in terms of improving teachers' skills and the quality of pupils' education. However, there has not been enough time for the impact on standards and achievement to be fully realised, in part because several of the subject leaders concerned are new to their role. The school knows itself well, is aware that standards need to be improved and is targeting the right areas for improvement.

The governing body is supportive of the school and is also actively involved in promoting improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. You told us how much you like your school. We enjoyed our visit and now want to share with you what we thought about your school. Although the school is improving because of the commitment and enthusiasm of the headteacher and staff, at the moment it still needs to make some more important improvements to give you a better education.

Here are some of the things we found to be particularly good:

- You are well behaved and you know how important it is to keep healthy and safe, and to help others.
- You are well cared for, supported and guided by the adults at the school.
- The way that activities are planned and taught is being improved and you have good opportunities to learn extra things in clubs and on visits.
- Children in the Reception Year get off to a good start and really enjoy learning.
- The headteacher and other staff are working hard to make the school better.

Here are some of the things we have suggested to help the school improve further:

- Make sure that you all achieve as well as you can in English, mathematics and science, especially if you are quick to learn.
- Share the best ideas about teaching and learning to make sure that all your lessons are good.

Thank you again for your help.