

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



7 July 2016

Mrs Debbie Cockrean  
Coombe Bissett Church of England Primary School  
Shutts Lane  
Coombe Bissett  
Salisbury  
Wiltshire  
SP5 4LU

Dear Mrs Cockrean

### **Short inspection of Coombe Bissett Church of England Primary School**

Following my visit to the school on 21 June 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Since the last inspection you have continued to foster a school culture in which every pupil is valued, supported and celebrated, regardless of their background. The school's Christian values effectively underpin the work of all staff and governors at the school. As a result, pupils appreciate the importance of values such as respect and tolerance, and embody them each day at school. Pupils speak very highly of the support that they receive from staff to help them with their academic learning and their personal and emotional well-being. One pupil who spoke to me said, 'The teachers care for all the children.' Parents are overwhelmingly positive about the school's commitment to provide a full, rounded education in a caring, nurturing environment.

You also have high ambitions for every pupil. Pupils are now set more challenging targets in their subjects and teachers expect more of pupils. These higher expectations are supported by consistently strong teaching across the school. Teachers plan engaging tasks, use good-quality resources to stimulate interest, use their subject knowledge to explain clearly and ask challenging questions that deepen pupils' thinking. As a result, attainment in reading, writing and mathematics is above average by the time pupils leave Year 6. Pupils also make good progress in these subjects as they move up through the school.

However, pupils do not make uniformly rapid progress in all subjects. This is because the feedback provided by teachers to help pupils improve their work is more effective in some subjects, such as English, than others. Additionally, pupils are not always given enough opportunities to develop and further improve their writing skills in subjects other than English, such as science and topic work.

You are clear about the strengths and weaknesses of the school. You, with the support of governors and other leaders, have been diligent in addressing areas for improvement from the last inspection and tackling other identified weaknesses. As a result, pupils now have a better understanding of different cultures and religions than they did previously. You have used published information about achievement to tackle weaknesses in key stage 2 writing, the achievement of summer-born children joining the school and attendance. Although attendance overall is above average, and has improved for pupils who have special educational needs or disability, it has not improved for disadvantaged pupils.

You have worked closely with staff and governors to set a strategic direction for the school. For example, you are developing the leadership skills of all staff so that they take greater ownership of their own work, as well as feeling a sense of collective responsibility for the work of the school. This approach has helped to raise standards and has encouraged all staff to feel valued, so that they help to make the school a harmonious, cohesive and purposeful place.

### **Safeguarding is effective.**

Appropriate checks are in place to ensure that all staff and volunteers are suitable to work with children. Staff have received appropriate safeguarding training, so that they can fulfil their safeguarding responsibilities effectively. For instance, the headteacher and a representative of the governing body, who always interview potential staff, have both received safer recruitment training.

Detailed records are kept for any pupils causing concern, or for whom referrals are made to outside agencies. Action is taken swiftly, and suitably documented, to ensure that pupils are kept safe. The school works effectively with other agencies when necessary. Pupils know whom to speak to if they have concerns, and are happy to do so.

The school has taken all reasonable precautions, such as conducting risk assessments, to ensure that the school site and off-site activities are safe.

### **Inspection findings**

- Although the school was judged to be good overall, with some aspects graded outstanding, at the last inspection, you have not responded to this with complacency. You have continued to make improvements to the school, always in the light of what is best for pupils. You have steadily built up strong relationships with parents, staff and governors to ensure that the changes you have introduced have a firm foundation and are agreed by all.

- The quality of governance has improved because you are now more readily challenged to account for progress against the school improvement plan and pupils' outcomes. For example, governors will continually question until they both understand and accept the information that they are provided with, and that the school is moving in the right direction. Equally, they are passionately supportive of the school and work to ensure that it is at the heart of the community.
- A local headteacher acts as your school improvement partner to ensure that there is effective external quality assurance of your work and that of the school. This partnership has helped you to improve the quality of teaching and learning, your understanding and use of achievement information to raise standards, and the quality of governance.
- Staff have met the challenge of implementing the new curriculum and a new assessment system successfully. As a result, teachers are now tracking the progress made by groups of pupils more closely in terms of what they know and can do. The more demanding curriculum and new assessment system have led teachers to have higher expectations of what pupils can achieve.
- The quality of teaching has improved because of the good professional development opportunities teachers are provided with and your management of their performance. You encourage staff to be reflective practitioners and you work with them, using achievement information, observations of teaching and scrutiny of pupils' work, to improve their practice.
- You have recently worked with teachers to improve the feedback provided to pupils to improve their work. However, high-quality feedback is not yet evident in all subjects. Although a strength in English, not enough opportunities are being provided in subjects such as science and topic work for pupils to develop and further improve their writing skills.
- Pupils are very well behaved. As they move around the school site at breaks and between lessons, they are polite, respectful and friendly. A high level of adult supervision helps to ensure that pupils navigate the school environment in an orderly way. Attitudes to learning in lessons are very positive and there is very little low-level disruption.
- Staff provide a good level of support to different groups of pupils so that all are sufficiently challenged. The most-able pupils are set more challenging targets and work which requires them to use more sophisticated problem-solving and research skills. Teachers question them skilfully in class to ensure that they think more deeply. Consequently, they are making good or better progress and are fulfilling their potential.
- Teachers' questioning is a particular strength of their practice. For example, I observed a teacher deftly questioning Years 5 and 6 pupils about the difference between what is literal and what is inferred in a passage from 'Kensuke's kingdom' by Michael Morpurgo. All pupils, particularly the most able, were absorbed in the work and quick to respond. Their responses were insightful and thoughtful. This questioning prompted further curiosity in turn. For example, one pupil asked, 'What does circumspect mean?'

- Disadvantaged pupils, although few in number, are provided with the support that they need to achieve as well as other pupils. Consequently, in 2015, these pupils made good progress in reading, writing and mathematics in comparison with other pupils nationally at key stage 2.
- Pupils who have special educational needs or disability achieve well because teachers set work that enables pupils to access the curriculum and make the progress of which they are capable. These pupils are also assisted by teaching assistants who understand how much help to give and when. As a result, these pupils made comparable progress with all pupils nationally in 2015 at key stage 2, particularly in writing and mathematics. Current pupils also make good progress.
- You track the attendance of groups of pupils in the school closely and take action when necessary. As a result, attendance is at least in line with the national average overall and for most groups, including those who have special educational needs or disability, has improved this year. However, you acknowledge that attendance has not improved enough for a very small number of disadvantaged pupils in school. Nevertheless, you are doing what you can to improve attendance for these pupils.
- Parents who responded to Ofsted's online questionnaire, Parent View, were overwhelmingly positive about the school. All parents strongly agree that the school is well led and managed, and all parents would recommend the school to others.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- high-quality written feedback is consistently provided in all subjects, in accordance with school policy, to help pupils further improve their work
- pupils are provided with further opportunities to develop and further improve their writing skills across the curriculum
- the attendance of all groups of pupils, including those who are disadvantaged, is at least in line with the national average.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Salisbury, the regional schools commissioner and the director of children's services for Wiltshire. This letter will be published on the Ofsted website.

Yours sincerely

Stephen Smith  
**Her Majesty's Inspector**

## **Information about the inspection**

During this inspection, I spoke to you, pupils, representatives of the governing body and the school improvement partner.

You and I made visits to lessons to judge the quality of teaching and its impact and to observe pupils' attitudes to learning, and I also scrutinised work in pupils' books.

A range of documentary evidence was considered, which included the school's self-evaluation, the school improvement plan, current pupils' progress information, governors' minutes, and attendance and safeguarding records.