

# Inspection of a good school: Winterbourne Earls Church of England Primary School

Summerlug, Winterbourne Earls, Salisbury, Wiltshire SP4 6HA

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Inspection dates:

19 and 20 March 2024

## **Outcome**

Winterbourne Earls Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils flourish in this nurturing school. The school's vision 'as each one does their part, we grow in love' underpins the family ethos. Pupils live out the school's Christian values. They are polite and welcoming. Older pupils act as buddies to help younger pupils settle into school life. Pupils of all ages play happily together at breaktimes. The school provides strong pastoral care. Pupils know that they can talk to adults about any worries. Pupils feel safe in school and attend regularly.

The school has high expectations for pupils' learning and behaviour. Pupils want to do their best. They behave well around the school site and when learning. Pupils take pride in their learning. They work hard and progress well through the curriculum in most subjects.

The school provides well-thought-out opportunities to broaden pupils' horizons. Pupils appreciate the many different clubs on offer. They learn to play several musical instruments and take part in choir performances. Pupils develop as active citizens in the local community and beyond. They take up leadership roles, which give them a say in how their school is run. Pupils relish their work as prefects, school councillors and worship leaders.

## **What does the school do well and what does it need to do better?**

The school has developed an ambitious curriculum. The curriculum identifies what pupils need to learn from Reception to Year 6. Pupils progress well through the curriculum in most subjects. The school's work to improve the curriculum has been particularly effective in English and mathematics. The curriculum is designed to inspire pupils to be curious about the world. In early years, pupils make a strong start. Staff provide well-considered learning activities which build children's knowledge and independence. The early years curriculum develops children's language and communication effectively.

The school has strengthened its curriculum over time. In most subjects, staff explain new ideas clearly and check that pupils understand their learning. They make sure pupils revisit and build on what they already know and can do. However, in a few subjects, improvements are more recent. Staff are not always clear about the best ways to deepen pupils' knowledge. Some learning provided does not support pupils to build their knowledge and remember the curriculum over time.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Staff use this detailed information to decide what these pupils need to learn. They adapt learning and provide extra teaching where it is needed. As a result, pupils with SEND receive precise individual support and learn the curriculum well.

Reading is a top priority for the school. Staff are skilled at delivering the school's phonics programme. Children start to learn letter sounds from the start of the Reception Year. Books that pupils read match to the sounds they have been taught. Younger pupils practise regularly to become fluent readers. Most pupils can read accurately by the end of key stage 1. Staff check to spot any pupils who require extra support. Help is put in place quickly so that pupils catch up. Pupils enjoy discussing the books that teachers read to them. They like choosing books from the well-stocked school library. Older pupils enjoy learning about different types of fiction in their 'book club'. Visits from authors and publishers inspire pupils to read widely and for pleasure.

The school is a calm and harmonious place to work. Staff establish positive routines for behaviour from the early years. Children learn to listen, share and take turns. Pupils understand the school rules of being 'ready, respectful and kind'. They are keen to contribute in lessons. Pupils are considerate towards each other and respectful to adults. These positive attitudes provide a strong foundation for pupils' learning.

Pupils benefit from a wealth of opportunities to develop their interests. The school organises a range of extra-curricular clubs including hockey, running and craft. The curriculum is enriched with trips and memorable events. For example, pupils prepare an exhibition of their Remembrance Day work and join in enthusiastically with special church services. Pupils learn about different faiths and cultures. They value differences and learn to treat others with equal respect. Pupils understand how to look after their mental and physical health. There is high-quality pastoral support available for their well-being needs.

Governors know the school well. They fulfil their safeguarding responsibilities diligently. Governors use their knowledge of the school to support and challenge leaders. Staff appreciate how leaders consider their workload when making changes. They feel well supported in their own professional development. Most parents are positive about the school. One comment, typical of many, was: 'The school has a wonderful family feel and the children's well-being is very important.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a small number of wider curriculum subjects, the learning provided does not support pupils to understand the most important knowledge they need to learn. As a result, pupils do not build and deepen their knowledge well. The school should ensure that learning matches the ambitious curriculum, so that all pupils achieve well across all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	126372
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10297952
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adrian Burrows
<b>Headteacher</b>	Philippa Carter
<b>Website</b>	<a href="http://www.winterbourneearls.org">www.winterbourneearls.org</a>
<b>Date of previous inspection</b>	22 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher took up the post in April 2021.
- The school received its last section 48 inspection of a church school in March 2019, when this aspect of the school's work was judged as good.
- The school makes use of two unregistered alternative provisions.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, subject leaders, the special educational needs coordinator, the staff, the pupils and representatives from the governing body. They also held telephone conversations with a representative of the local authority and the Diocese of Salisbury.

- The inspector held a phone conversation with an alternative provider.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed pupils' work across other subjects including science, art and geography.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site. They met with school leaders to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- The inspector considered the responses to the 17 staff and 91 pupil surveys, Ofsted's online survey, Parent View, including 68 free-text replies. They spoke with parents at the start of the school day.

### **Inspection team**

Claire Mirams, lead inspector

Ofsted Inspector

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