

Broad Hinton Church of England Primary School

Inspection report

Unique reference number	126305
Local authority	Wiltshire
Inspection number	381210
Inspection dates	2–3 February 2012
Lead inspector	Jenny Batelen

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Allan Johns
Headteacher	Elizabeth Floyd
Date of previous school inspection	5 July 2007
School address	Broad Hinton Swindon SN4 9PQ
Telephone number	01793 731262
Fax number	01793 731262
Email address	admin@broadhinton.wilts.sch.uk

Age group	4–11
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Introduction

Inspection team

Jenny Batelen

Additional inspector

This inspection was carried out with two days' notice. The inspector watched seven lessons, observing four teachers. She heard some pupils read from Years 2 and 6. She also held meetings with pupils and staff, including senior leaders and members of the governing body. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including policies, the school development plan, pupils' work and records of their learning and progress. She observed and discussed behaviour and the school's safeguarding procedures. The inspector analysed 62 completed questionnaires from parents and carers.

Information about the school

The school is smaller than the average-sized primary school and serves the immediate community and surrounding rural areas. While most pupils are from White British backgrounds, a very small number come from other ethnic heritages and some speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of disabled pupils and those who have special educational needs is below average, but the percentage with a statement of special educational needs is above average. Pupils throughout the school are organised in mixed-age classes. The school has achieved National Healthy Schools status and the Eco School Green Flag award. The governing body manages a breakfast club in the school. The school meets the current government floor standard for academic performance.

Bee Hive Pre-School is located on the same site but is not managed by the governing body, and therefore is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school where pupils achieve well, especially in reading and writing. The school is friendly and welcoming, with a strong ethos that encourages the excellent development of pupils’ spiritual, moral, social and cultural understanding.
- Pupils’ behaviour is excellent and this contributes very well to their learning. They are very polite and respectful of each other and the adults in school, and know very well how to keep themselves safe. Good-quality safeguarding underpins the pupils’ sense of security and enjoyment of learning.
- Pupils make good progress. Skilled teaching of the sounds that letters and groups of letters make (phonics) enables pupils to build up successful strategies for reading and writing. Achievement in mathematics is not as strong as in English, but attainment in all these subject areas is above average and guided mathematics sessions are helping pupils to make improved progress.
- Teaching throughout the school is good with examples of outstanding practice in all classes. Very strong cross-curricular links mean that pupils are enthused and motivated to learn. Pupils receive very clear feedback about their work in English, but it is not always so clear in mathematics and they do not always have enough opportunities to correct their misconceptions.
- Excellent, well-planned support for disabled pupils, those who have special educational needs and those who speak English as an additional language, enables these pupils to make good and often outstanding progress. Skilled teaching assistants make a strong contribution to the progress pupils make and the development of their personal well-being.
- Leaders and managers, including the governing body, have a clear focus on the right priorities to improve the school further. However, the targets for each priority area are not always specific enough to be fully measurable.

What does the school need to do to improve further?

- Raise achievement in mathematics to be in line with that in English by:
 - developing teachers' marking so that pupils are clear about their misconceptions
 - providing opportunities for pupils to correct their work.
- Strengthen development planning and the evaluation of developments by ensuring the identified priorities have specific and measurable targets.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with skill levels broadly in line with those expected for their age, although their skills in writing are often lower than in other areas. They make good progress in all areas of learning. This good start is built on well in Key Stages 1 and 2, and they leave the school at the end of Year 6 with attainment that is above national averages in reading, writing and mathematics. School assessment data, pupils' work and lesson observations demonstrated pupils' good progress and particularly the improved achievement in writing, which has been the school's focus. Pupils' discussion and exploration of mathematics in their lessons showed high levels of understanding and attainment. The rate of progress made in mathematics does not match that made in English, although school information shows that this is rapidly improving.

Pupils in the Early Years Foundation Stage and Key Stage 1 benefit from skilled phonics teaching. Grouping of pupils across the three year groups means that each pupil is able to make progress at their own level and, as a result, most pupils are reading at levels above those expected for their age by the end of Key Stage 1. Pupils enjoy reading, talk with enthusiasm about the books they are reading, and show that they are skilled in using a range of strategies to help them read unfamiliar texts.

Disabled pupils and those who have special educational needs make good and often outstanding progress because of the clear identification of their needs and the very careful and regular monitoring of their progress. The targets set and support provided help these pupils to tackle their tasks whether individually, in a group or in the whole class. The very small numbers of pupils who speak English as an additional language also make good progress and are confident users of written and spoken English. As a result of good support, lower-attaining pupils are catching up on other pupils nationally. Parents and carers recognise that their children are helped to develop their skills well throughout the school and comment on the 'amazing grounding, both educationally and emotionally'.

Quality of teaching

Most parents and carers rightly believe that their children are taught well. The broad curriculum provides an effective framework to guide teachers' planning. As a result, lessons are well designed, using information from regular and accurate assessments to ensure that tasks set enable pupils to make good progress in their learning. Pupils are enthused and excited by their lessons and are keen to show their knowledge and learn new skills. This was clearly demonstrated in a mathematics lesson for Years 5 and 6 as they rehearsed and further developed their knowledge and understanding of factors and multiples. Pupils were able to confidently explain factors and how they could be found, while a more-able group were challenged to develop their thinking about multiples using investigational skills. Clear objectives are given in each lesson and pupils are clear about their individual targets, how well they have done and what they must do to improve further. This is particularly true in English, where the marking is very clear about the next steps to improve. Although this is often discussed in mathematics through guided mathematics sessions, the feedback in books is not so clear and occasionally pupils persist with misconceptions. They seldom have the opportunity for correcting these for themselves and so are not always able to consolidate the learning from the guided sessions.

Teaching assistants are very well deployed; they contribute to assessment and work well with groups and individuals. All adults use skilled questioning to extend pupils' thinking. The learning environment in classrooms and around school gives strong support to pupils' learning and progress. Pupils are proud of their homework and feel they are able to develop their knowledge about topics because they can spend longer and maybe access further resources. They know this is valued because of displays and the 'Fantastic Homework' book.

Children in the Early Years Foundation Stage have many opportunities to play and develop their learning from the stimulus provided by adults both indoors and outdoors. They enjoyed developing their communication skills as they compared photographs of a village and a city in Africa. They explored making and writing about African instruments. 'On safari' in the role-play area gave the opportunity for exploring with binoculars and magnifying lenses.

The strong cross-curricular links present in most lessons throughout the school contribute well to pupils' development of spiritual, moral, social and cultural awareness. Teachers make sure pupils are given opportunities during lessons to reflect on issues and to consider similarities and differences between different people's lives.

Behaviour and safety of pupils

Pupils' excellent behaviour in all lessons and highly positive attitudes to learning mean that there is no disruption to lessons. They collaborate very well together and are respectful of their peers and adults. As a result, there is a supportive environment that ensures that all pupils are able to learn and thrive. Consistently applied strategies support pupils who may sometimes find it difficult to manage their own behaviour. As a result, they show excellent improvement. Behaviour around the

school is also exemplary. Older pupils act as role models for younger pupils. Members of the 'Friendship Group' ensure that all play very well together at playtimes.

Parents and carers feel that their children are kept safe at school and that lessons are not disrupted by bad behaviour. Pupils say that they feel very safe and that everyone behaves well. They are adamant that there is no bullying of any form, although a few parents and carers have concerns about this. The pupils' views tally with the fact that the school has no recorded incidents of bullying, and the inspector found no other evidence of bullying. Pupils are confident that adults will help them if they have a concern. They have an excellent understanding of how to keep themselves safe, including when using modern technology, and how to respond to any possible cyber-bullying. Attendance is above average.

Leadership and management

Leaders and managers clearly identify priorities that will improve the school further. Strong progress has been made in response to school's identification of its weaker areas, such as the year-on-year improvement in writing achievement. Staff say how much they enjoy working at the school and how they value the professional development, support and mentoring they receive. They are clear about the priorities for the school and have a good understanding of school assessment data that inform these priorities. As a result, the school has a good capacity to make further improvements. The governing body members have a wide range of skills that enable them to give the school good challenge, as well as support. The system of link governors means that they receive regular information about the school and have an input into the process of self-evaluation and development of action plans. There are action plans for all subjects, but in some plans the targets are not specific enough to make the evaluation of improvements fully rigorous.

The topic-based curriculum is good with outstanding cross-curricular provision. Almost all written work relates to the current topic, as does the development of speaking and listening skills. Science planning takes account of the topics and, wherever possible, mathematical skills are developed across the curriculum. The lively and interesting topics engage and enthuse the pupils, who talk excitedly about experiences they have on visits, from visitors and when involved in residential activities. The wide range of extra-curricular clubs further enrich pupils' experiences. The breakfast club, managed by the governing body, gives pupils broad experiences, including cooking and gardening.

The school promotes pupils' spiritual, moral, social and cultural development outstandingly well. There are many opportunities to reflect and pupils' excitement as they make discoveries is highly encouraged. Pupils have a strong pride in their school community and have many opportunities to influence decisions. There are strong church links and the school is very actively involved in the local community. Pupils' awareness of the needs of others and respect for diversity are encouraged through curricular experiences, links with a community in Nairobi, fundraising and links with the nearby town. Pupils have many opportunities to develop their understanding about other faiths and cultures, there is no discrimination, and equal opportunities

are promoted well. The governing body regularly seeks the view of parents and carers, and most parents and carers recognise this. Safeguarding procedures meet statutory requirements and parents and carers have no concerns about their children's safety.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 February 2012

Dear Pupils

Inspection of Broad Hinton Church of England Primary School, Broad Hinton SN4 9PQ

Thank you for making me so welcome when I visited your school recently. Thank you also to those of you who returned questionnaires about your school. I enjoyed joining in your lessons, assembly and breakfast club, and talking to you and sharing books with you.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave very well, you help each other and you have an excellent knowledge and understanding about how to keep yourselves safe.
- You listen very carefully to your teachers and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You thoroughly enjoy the topics you study and the homework projects.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are two things we have asked the school to do to make it even better. These are:

- to help you do as well in mathematics as you do in English by making sure that when teachers mark your work you understand why you made a mistake and then have the opportunity to correct it
- for the leaders and managers to clearly identify what improvements they expect when they plan to develop an area of learning in school.

All of you can help by continuing to work hard, and making sure you know how well you have done and how you can make your work even better.

Yours sincerely

Jenny Batelen
Lead inspector

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