

Broad Town Church of England Primary School

Inspection report

Unique Reference Number	126306
Local Authority	Wiltshire
Inspection number	360041
Inspection dates	28–29 September 2010
Reporting inspector	Martin James

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Margaret Green
Headteacher	Bridget Long
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Three members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school improvement plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the responses from 34 parents and carers.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- The extent to which teachers make suitable allowance for the different needs of pupils, especially the more able.
- The strategies used to develop writing skills.
- The school's development of national and global links to enhance community cohesion.
- The impact of subject leaders and the governing body in improving attainment and pupils' progress.

Information about the school

Broad Town Church of England Primary School is smaller than the average sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. Currently no pupils have a statement of special educational needs. The Early Years Foundation Stage consists of Reception, which is integrated into one class with pupils from Years 1 and 2. There is also an independent pre-school on the same site. This facility was not part of this inspection. In recognition of its work, the school has received the Healthy School and Eco-Schools awards.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. It also has some particular strengths. Care, guidance and support are outstanding and consequently pupils feel extremely safe. Pupils adopt exceptionally healthy lifestyles as a result of the outstanding range of physical activities provided for them. Parents and carers hold the school in high regard. For instance, one said, 'My children are very happy at Broad Town; a small school with a lot to give.' During their time in the Early Years Foundation Stage children achieve well and, although some still have weaknesses in aspects of communication, language and literacy, they normally reach average standards by the time they leave Reception. In Years 1 to 6, the significant movement of pupils in and out of the school during that time has an effect on pupils' attainment. By the end of Year 6, whilst pupils individually make good progress, attainment remains broadly average, although writing is not quite as strong as other subjects.

In class, teaching assistants are deployed well and teachers make good use of a variety of resources, especially those in the school grounds, to make the lessons interesting. Helpful marking and clear targets ensure that pupils are fully aware of how to develop their work further. Teachers generally plan well for the varying ages and abilities of pupils in their classes. However, on occasions, they do not set work which fully challenges those who are more able. The curriculum contributes much to pupils' enjoyment of school, and pupils say they particularly like the topics provided, for instance the one on the environment. The school recognises that the pupils would benefit from more emphasis being placed on extending pupils' vocabulary and developing their use of punctuation, and this is a current focus to help develop writing skills.

The headteacher, other staff members and the governing body have successfully provided a pleasant, safe environment, where the pupils enjoy their learning. The staff have successfully promoted community cohesion, both in school and locally. However, more needs to be done to improve pupils' understanding of the cultural diversity to be found, especially of the experiences and lifestyles of different minority groups, within the United Kingdom. Current planning shows a clear awareness of the ways to take the school forward and, in the light of the improvements made both recently and since the previous inspection and the quality of the current provision, the school demonstrates a good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - ensuring that the work provided for more able pupils is always adequately challenging

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- providing more opportunities for pupils to develop both their vocabulary and their skills in using punctuation.
- Extend community cohesion further, by:
 - improving pupils' knowledge and understanding of the diverse nature of society in the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Attainment on entry to the school is below the expected level, especially in aspects of communication, language and literacy. Pupils enjoy their learning and they readily participate in lessons. The work seen in lessons and in pupils' books confirms information provided by school data, that their achievement is good. In a mathematics lesson in Key Stage 1, for example, the careful and thoughtful use of resources by the teacher ensured that pupils then tackled problem-solving activities with confidence. Throughout Years 1 to 6 a very significant number of pupils either join or leave the school at times other than those normally expected. Some pupils joining the school have gaps in their knowledge. The school supports these pupils well, although their final attainment is often not as high as that of pupils who have been in the school throughout their education. Pupils with special educational needs and/or disabilities achieve well. In a science lesson observed in Key Stage 2, for instance, the teacher was most careful to allow these pupils to make a full contribution, thus benefiting their learning. The pupils' good achievement illustrates that the school is preparing them well for their future economic well-being.

Pupils are well behaved and have sensible attitudes to their work. They are courteous to each other and to adults, and they move around the school in an orderly manner. Pupils feel exceptionally safe in school, and one pupil commented, 'The gates and fences keep out any strangers.' Pupils have an outstanding awareness of how to stay healthy. They eat healthy meals, and they benefit from the very good range of physical exercise activities provided. Pupils say they are pleased with their contribution towards the school gaining the Eco-Schools award. Pupils' spiritual, moral, social and cultural development, overall, is good. Pupils are very keen to take on the responsibilities that the school offers them, and they recognise that they are working for, and helping, each other. The school council's introduction of 'Tidy Ted', a mascot presented to the pupils with the tidiest classroom, has been a great success in ensuring pride in the pupils' immediate environment. Pupils are also very involved in the wider village community, through such events as the Summer Fete and taking part in musical activities in the local church.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers organise their classrooms well and they create a welcoming learning environment for the pupils. They are always well supported by their teaching assistant colleagues. They use a good range of strategies to inform the pupils, including using the interactive whiteboards, and relationships are a strength. Explanations are usually clear and reflect teachers' good subject knowledge, although, occasionally, introductions to lessons are rather long and this slows the initial pace of learning. Planning is detailed, but while teachers make good allowance for pupils with special educational needs and/or disabilities, they do not always provide sufficient challenge for those who are more able. However, pupils receive much help and support during lessons when they need it, and comments in pupils' books and the targets provided for them give them clear guidance on how to improve their work.

An excellent range of outings and clubs enhances the curriculum, with pupils being particularly enthusiastic about clubs relating to the eco agenda. They also enjoy participating in lessons in French. The school has successfully developed subject links, to enhance the interest and relevance of the curriculum through the provision of topics and themes. There is a recognition that some pupils have difficulties with their writing skills and the school has rightly identified the need to improve pupils' use of vocabulary and punctuation to address this issue. The exceptional care, guidance and support provided for pupils contribute very well to their enjoyment of school. Parents and carers much

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appreciate this pastoral care of their children. Effective arrangements are in place to ensure the smooth entry of children into Reception, as well as into secondary school when they leave. Particular care is taken to ensure the well-being of pupils who join the school midway through the year. Outside agencies are used effectively to support pupils when a need is identified. Pupils are taught extensively about the importance of healthy living, and they are regularly reminded about the need to take care, for instance when undertaking science experiments.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school with both enthusiasm and skill. She is well supported by other staff members. There is a clear sense of teamwork, together with a strong ambition and drive to continue to improve the provision for the pupils. The delightful learning environment that has been developed provides an exciting backdrop in which pupils can learn. Good care is taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted effectively. Safeguarding procedures are consistently and effectively applied. The school has good systems for finding out how well it is doing, and the self-review has accurately identified strengths and areas for development, with current priorities being very appropriate. For example, whilst community cohesion is well developed in the school and in the local community, and contacts have been made with a school in South Africa and people in Armenia, few similar links have yet been established in the United Kingdom.

Subject leaders demonstrate a good understanding of their various subjects, and they have contributed well to recent improvements. At present they have limited opportunities to observe lessons in other classes, although plans are in hand for this to happen more frequently as different subjects become priorities for review. The governing body actively supports the school, whilst also effectively holding it to account when necessary. There are exceptionally good working relationships with parents and carers, as well as with the pre-school which occupies a site in the school grounds.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Through their time in the Early Years Foundation Stage children achieve well. By the end of Reception attainment is broadly average, although sometimes it is lower in aspects of communication, language and literacy. At the start of the day children arrive happy, join in quickly and enjoy themselves. They relate well to adults as well as to the older boys and girls present. They also benefit from the very good links established with parents and carers. Their behaviour is good, and they are generally keen to do well with their work. However, occasionally, a small number of children lack concentration, and this slows their learning. The staff work hard to create a friendly, welcoming and well-resourced learning environment. Teaching is good, and adults provide the children with a good balance between teacher-led activities and opportunities for them to choose for themselves. Careful assessment ensures that the tasks provided are well matched to the children's needs.

Facilities are good, with a much prized and well-used outdoor learning area. Children grow in confidence exploring their various capabilities in this pleasant environment. On occasions, resources, such as the Forest School, are shared with the adjoining pre-school. The leader uses her expert knowledge and enthusiasm well in making good provision for the children, and she is ably supported by other members of the staff team. Great care is taken to ensure that all children are equally involved. Safety and safeguarding are high priorities and the provision made for the welfare of the children is exceptional.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are positive about everything the school provides, such as in relation to their children's learning, the extra-curricular provision and the levels of care provided. Comments such as, 'My husband and I are thrilled with the school,' and, 'This is a lovely rural school, with a lovely atmosphere and very happy children,' confirm their view. No concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broad Town CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	74	8	24	0	0	0	0
The school keeps my child safe	29	85	5	15	0	0	0	0
My school informs me about my child's progress	22	65	12	35	0	0	0	0
My child is making enough progress at this school	24	71	10	29	0	0	0	0
The teaching is good at this school	26	76	6	18	0	0	0	0
The school helps me to support my child's learning	23	68	11	32	0	0	0	0
The school helps my child to have a healthy lifestyle	25	74	8	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	50	12	35	0	0	0	0
The school meets my child's particular needs	23	68	11	32	0	0	0	0
The school deals effectively with unacceptable behaviour	25	74	7	21	0	0	0	0
The school takes account of my suggestions and concerns	19	56	12	35	0	0	0	0
The school is led and managed effectively	28	82	6	12	0	0	0	0
Overall, I am happy with my child's experience at this school	28	82	6	18	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



30 September 2010

Dear Pupils

Inspection of Broad Town CE Primary School, Swindon SN4 7RE

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. We enjoyed joining you in lessons as well as in assembly. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better.

Overall, you are in a good school, where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school better.

These things are some of the strengths of the school.

- Teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work are good.
- You know very clearly how important it is to eat healthy food and take exercise.
- The staff know you well and take exceptionally good care of you. As a result, you feel very safe.
- Your parents and carers are very pleased with the school.

These are things the school has been asked to improve. We would like your teachers to do the following:

- Help you all to improve your writing skills by ensuring that the work you get is just what is needed to help you all get better, and which will help you to become more confident in using punctuation and a variety of different words.
- Give you greater opportunities to become more aware of people from communities and cultures different from your own, especially those in this country.

You can help too, for example by trying to do your best work at all times.

I wish you all well for the future.

Yours sincerely

Martin James

Lead inspector

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