

# Broadwindsor Church of England Voluntary Controlled Primary School

Drimpton Road, Broadwindsor, Beaminster, Dorset, DT8 3QL

**Inspection dates** 25–26 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement over time in English is good. Pupils' attainment in mathematics is above national averages at the end of Year 6.
- Systems to monitor the progress of individual pupils and the progress groups of pupils make are very effective.
- Outcomes for the children in Reception are good with two thirds of them reaching a good level of development by the end of the Early Years Foundation Stage.
- Lessons are well planned to make sure the work is not too hard or too easy in the mixed year classes.
- The social behaviour of pupils is excellent, as is their engagement in their learning in class.
- The governing body is very strong and knowledgeable and is able to hold the senior leadership team to account for the progress pupils make in school.
- The headteacher has a clear determination that all pupils will achieve at the school. All of the staff share this drive and look to improve the outcomes for pupils.
- The school provides a wide range of experiences that support the social, moral, spiritual and cultural development of the pupils and prepares them well for their next steps in education.

### It is not yet an outstanding school because

- Mathematics skills are not developed well enough in other subjects and so the achievement of pupils in mathematics over time is lower than that in English.
- Teachers do not always provide pupils with enough guidance that clearly shows them what they are expected to achieve in lessons.

## Information about this inspection

- The inspector observed six lessons and a Key Stage 2 assembly.
- Meetings were held with groups of pupils, the Chair of the Governing Body and two other governors and senior and middle leaders. The inspector held a telephone conversation with a representative from the local authority.
- The inspector listened to pupils read and scrutinised samples of pupils' workbooks, some of which were shared with the headteacher.
- A wide range of documents was examined, including the school's information on pupils' recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector also took account of the 34 responses to the online questionnaire (Parent View) the views of staff through the 13 staff questionnaires.

## Inspection team

David Hogg, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Broadwindsor is a primary school that is much smaller than average. It draws its pupils from the surrounding area and an increasing number from wider afield. There are only a few pupils from minority ethnic backgrounds attending the school.
- The proportion of pupils supported by the pupil premium (pupils known to be eligible for free school meals) is well below the national average. Currently there are no looked after pupils in the school.
- The proportion of pupils supported at school action is in line with the national average.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is low.
- The school meets the current government floor standards, which are the minimum standards for attainment and progress expected by the government.

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

- Improve the quality of teaching further by providing pupils with learning targets that are linked closely to the tasks they are currently working on and that tell the pupils clearly what their next steps are and what they are expected to achieve.
- Raise mathematics achievement, so that it matches that of English, by increasing the opportunities for pupils to apply their mathematical skills in other subject areas and with real world practical tasks.

## Inspection judgements

### The achievement of pupils is good

- At Broadwindsor, pupils' attainment in national assessments in Year 6 in both English and mathematics has been above national averages over time and shows a sustained improvement. Attainment in Key Stage 1 is also rising and is above national averages as well.
- The majority of children enter the Reception class with skill levels at, or a little above, those typical for their age. They make good progress and by the time they leave nearly two thirds of them reach a good level of development in personal, social and emotional development, physical development, and communication and language and in the more specific areas of mathematics and literacy.
- Reading is taught well and pupils develop good phonics skills (recognising the sounds letters make) from an early age. Well planned phonics sessions targeted at the ability of the pupils ensure they can apply these skills as they move through the school. The progress pupils make in reading across the school is good.
- Pupils achieve well in writing because they have many opportunities to develop their skills in the range of subjects they study.
- The school checks the progress pupils make carefully and has a clear understanding of how individuals are performing and how well groups of pupils are doing over their time. This has enabled the senior leaders to review the effectiveness of the teaching in the school against the progress pupils make.
- The numbers of pupils in certain key groups, such as pupils with disabilities or special educational needs, are small. The school has developed ways of checking that the support these pupils receive helps them learn well. The information the school holds indicates that the progress these pupils make over time is similar to that of other pupils.
- There are currently only a small number of pupils in school who are eligible for additional support through funding from the pupil premium grant, and over the last two years there have been no pupils in receipt of additional funding sitting the external national assessments at the end of Year 6. The school's own information indicates that those pupils who do have additional support through, for example, small group work developing their writing skills and mathematical skills, are about one term behind in English and about three terms behind in mathematics. The small numbers in the group make any identified patterns in achievement unreliable.
- Progress in mathematics does lag behind that in English. The school has recognised this and worked to provide booster classes to support learning. Extension sessions to challenge the more able and gifted mathematicians have not yet been as successful as the school hoped due to limited uptake by the pupils. Attainment in mathematics still remains above the national average at the end of Year 6.

### The quality of teaching is good

- The quality of teaching over time has ensured pupils attain highly at school and are well prepared for their next stage in education. Learning activities in the mixed age classes are tailored to the abilities of the groups of pupils in the class so they are not too hard or too easy. Good support from teaching assistants enables pupils with disabilities or special educational needs make good progress in lessons. The school works hard to ensure there is equality of opportunity for all pupils.
- Teachers outline the learning activities but do not always provide clear targets for what they want the pupils to learn or provide them with specific information that would help the pupils to check and improve their work as they are going along.
- Teachers encourage pupils to work independently on activities with open ended and creative tasks. A lesson based on a Bible story in Years 1 and 2 involved pupils learning through drama,

art, discussion and with some pupils re-writing the story in their own words. This promoted a high level of engagement and enjoyment in the pupils as they worked on the range of tasks.

- Pupils' work is regularly marked and the school is beginning to develop guidance marking which tells pupils specifically what they need to do to improve their work. This is being used mainly with literacy tasks at present. Pupils do not, however, have opportunities to respond to this guidance and make their corrections quickly enough. The school recognises this next step and it is a component in the school development plan.
- Teaching in mathematics does provide pupils with some opportunities for problem solving and investigative work. Currently, however, the use of mathematics in other subject areas is not well developed so does not provide pupils with sufficient chances to practise their skills in other topic areas such as science or design and technology.

### **The behaviour and safety of pupils** are outstanding

- Pupils feel very safe in school and highlight the new fencing along the main road as a major improvement. Pupils have an excellent understanding of how to stay safe out of school, for example when cycling or when using computers and the internet.
- Incidents of unkindness are very rare and pupils say bullying does not take place. The school records support this view and show a very small number of incidents which have been dealt with effectively. Similarly, incidents of racial intolerance are extremely rare. Parents say they feel their children are very well cared for and well looked after.
- In lessons pupils focus extremely well in their work, whether working on individual tasks or in small groups. The learning ethos in the classrooms is very good indeed. Pupils get on with their work quickly and show good group work skills discussing and sharing ideas together. Class routines are well known and even the children in Reception take responsibility for their own learning when choosing which activities to do.
- Pupils care about each other and actively support each other in and around school. Older pupils take on roles as buddies with younger ones, and playground sports leaders organise play activities at break and lunch time. The school is very harmonious, with pupils of different ages playing well together. Pupils feel behaviour is good.
- Attendance is broadly in line with national averages. The school works hard to support pupils with low attendance. The school provides clear attendance guidance to parents.
- Sport and music are used to foster a sense of community within the school. Singing is well taught and supported with a concert in the local community and national events such as Young Voice at the LG Arena in Birmingham. The school has enjoyed sporting success in football, winning the Kenway Cup in a competition involving much bigger schools. Pupils have great pride in their school's achievements.

### **The leadership and management** are good

- The headteacher is very well supported in his efforts to improve the school by the whole of the staff at all levels. There is a clear collaborative ethos amongst the staff who strive to develop their skills through regular training linked to the school development plan. The school has used the support from the local authority to good effect to moderate the school review of its work.
- Systems to review the quality of teaching are well established. These are used to ensure there is a close link between pupils' outcomes and salary progression for teachers. There is a strong link between the targets teachers have and the school development targets.
- The curriculum ensures subjects are taught in depth. Cross curricular links are developing to enable pupils to develop and practise their literacy and numeracy skills across a range of subject areas. The school is an integral part of the village and the school uses this position to enrich the learning of the pupils through the use of the local community. The school has excellent links with

the local church and benefits from visits from the vicar. The diversity of other cultures and faiths are explored and, as a whole, the curriculum successfully supports the social, moral, spiritual and cultural development of the pupils and challenges intolerance and unacceptable attitudes that pupils may come across.

- The school has already reviewed its sport provision to ensure the additional resources that are available through the primary school sports funding will be used to good effect. Support to provide free swimming lessons for the Year 2 pupils to gain water confidence has already been identified. The school is developing clear measurable targets against which senior leaders and governors can review progress in raising sports participation.
- Links with parents are good. Workshops are put on to provide help to parents in developing literacy and numeracy in their children. The school is popular with many pupils coming from outside the local area.
- Safeguarding and child protection arrangements are in place and the welfare of all of the pupils in the school is monitored carefully.
- **The governance of the school:**
  - The governing body plays an active role within school. Governors regularly visit the school, meeting with staff or watching the work of the pupils in the class. Key governors meet with middle leaders to discuss the progress key groups are making and to look at the information the school uses to check on the progress of the pupils. They have a good understanding of this information and question and challenge the senior leaders, holding them to account for the outcomes of the pupils. The governors have not had to review the attainment of pupils eligible for funding from the pupil premium and the effectiveness of the work the school does in accelerating their progress until very recently. New systems are being put in place to ensure the school is held accountable for ensuring gaps in attainment are closed quickly. The governors have a good knowledge of the performance management systems that tie salary progression to the outcomes for pupils. By linking the information they receive from the headteacher with their own informal observations, governors have a very good idea about the quality of teaching and learning within the school. All governors have accessed training to enhance their own skills, such courses have included financial management and have enabled them to monitor the position of the school carefully. Safeguarding and child protection procedures are reviewed annually.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113777
<b>Local authority</b>	Dorset
<b>Inspection number</b>	426809

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Maurice Yarham
<b>Headteacher</b>	Nigel Arnold
<b>Date of previous school inspection</b>	24 September 2008
<b>Telephone number</b>	01308 868376
<b>Fax number</b>	01308 868376
<b>Email address</b>	office@broadwindsor.dorset.sch.uk



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