

Broad Town Church of England Primary School

Broad Town, Swindon, Wiltshire, SN4 7RE

Inspection dates 1–2 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their low starting points, pupils make good progress. By the time they leave in Year 6, pupils are attaining above the national average in reading, writing and mathematics.
- Teaching is good and teachers' strong subject knowledge means that pupils find activities interesting.
- Teaching assistants are well trained and provide good support for pupils who need extra help.
- Pupils' spiritual, moral, social and cultural development is well promoted in all aspects of school life.
- Pupils are happy and enjoy school. They behave well in and around the school and feel safe. They have positive attitudes to learning in class and arrive punctually to lessons.
- The school is well led by the headteacher. The small team of teachers support each other well so the school can continue to improve.
- Governors have a clear understanding of the school's strengths and areas for development.
- The school uses its grounds, specialist staff and the local community well to promote an active and healthy lifestyle.

It is not yet an outstanding school because

- Pupils, particularly the most able, are not always provided with work that fully stretches them in mathematics.
- In one class, pupils' progress in writing is limited by work not always being marked.

Information about this inspection

- The inspector observed 10 lessons and part lessons including eight joint observations with the headteacher. In addition, the inspector heard pupils reading in Year 2. Books in every year group were scrutinised jointly with the headteacher.
- Meetings were held with a group of pupils, members of the governing body including the Chair, and school staff; a telephone conversation was held with a representative from the local authority.
- The inspector took account of 15 responses to the online questionnaire (Parent View) as well as a letter and the school's own recent parent questionnaire. Parents were also spoken to at the end of the school day.
- The inspector observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress, planning and monitoring documentation and records relating to behaviour. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the six responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Full report

Information about this school

- Broad Town Primary is smaller than the average-sized primary school.
- There are three mixed-aged classes.
- Only a very small number of pupils are supported through the additional funding called pupil premium. This funding is for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services.
- The proportion of pupils with special educational needs supported through school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also higher than the national average.
- The majority of pupils are White British.
- A significant number of pupils join the school at times other than the start of the Reception year.
- The school meets the current 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 pupils' achievement and the quality of teaching by ensuring:
 - all pupils, particularly the most able, are provided with work that fully stretches them in mathematics so that more can reach the higher levels
 - progress in writing is not affected by work not being marked.

Inspection judgements

The achievement of pupils

is good

- Achievement is good because, from their low starting points, most pupils make good progress, particularly in reading and writing. They leave Year 6 with standards that are above the national average in reading, writing and mathematics.
- Children enter the Early Years Foundation Stage with low skills and abilities, particularly in speaking, listening and in their personal development. Good teaching and interesting learning activities mean that children make good progress and start Key Stage 1 with much stronger skills and abilities that are nearer those expected for their age.
- The results in the most recent Year 1 check on pupils' understanding of letters and sounds (phonics) were above the national average. During the inspection, pupils showed that they could use their phonics skills well to read unfamiliar words. Throughout the school a love of reading is encouraged. Pupils reported that they really like taking part in the reading raffle to win a book token. They are only entered into the raffle if they have read a certain number of books, and so pupils have been busily reading lots of books to ensure that they are entered. This is helping them to make good progress.
- Pupils are very enthusiastic about the '99 maths club', where they have the opportunity to win badges and medals for their progress and skills in mental mathematics. As one said, 'It's really good fun and you have to think fast, I hope to get a medal soon.'
- The school provides additional support for disabled pupils and those who have special educational needs, particularly through the work of the teaching assistants, and they usually make similar progress to their peers.
- In this school the pupil premium is used appropriately to support individual pupils through additional one-to-one sessions and group work. Last year there were no pupils in Year 6 who were eligible for the additional funding.
- A significant number of pupils enter the school at times other than the beginning of the Reception year. The school quickly assesses their needs and their progress soon starts to speed up.
- The school has focused on developing pupils' writing skills and a recent initiative has motivated pupils to write more imaginatively. Older pupils are generally accurate in their spelling, punctuation and grammar.
- Those pupils who are most able do not always make the maximum progress to enable them to reach the higher National Curriculum levels. This is because they are not always provided with work that full stretches them, particularly in mathematics.

The quality of teaching

is good

- The quality of teaching is typically good throughout the school. This means that generally pupils are quickly moved forward in their learning. Teachers usually provide well for the varying needs and abilities of pupils in the mixed-age classes.
- Pupils are very complimentary about variety of events the school organises and say it brings their learning to life, for example the recent visit of jungle animals. Events such as these give pupils lots of exciting things to write about.
- Parents are happy with the amount of homework that their children receive and the information that the school provides. For example, they liked the mathematics workshop where they were shown how to support their children's learning at home.
- In the majority of classes, pupils make good progress because all their work is carefully and regularly marked. However, in one class, this was not the case and this has had an impact on pupils' progress in writing.

- Classrooms and corridors display pupils' work well and provide prompts to aid pupils' learning. In one class there was a poster that showed pupils what to do when they were stuck, which they reported was very helpful.
- Progress is regularly checked to enable teachers to plan appropriate support to pupils and help move them along more quickly. Pupils made good progress when working with teaching assistants because teachers provide a clear focus on the type and amount of work to be done.
- Additional adults come into school and make an effective contribution to pupils' learning, for example by listening to pupils read and cake making.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are enthusiastic learners, who are proud of their school and of their achievements. Whilst behaviour is usually good, on a few occasions pupils lose concentration and fail to settle to their work quickly; this is why behaviour is not outstanding.
- The school places a great emphasis on all pupils getting along well and the older pupils are encouraged to look after the younger ones, particularly when they come into Reception. Older pupils encourage younger ones by being their 'reading buddies' and 'maths mates'. As one pupil put it, 'We all just get along here, it's a friendly, safe and happy school, it's not perfect, but very nearly.'
- Pupils take their responsibilities seriously, such as being members of the school council. Eco-friendly practices are promoted by both staff and pupils.
- Records of behaviour show that there are very few incidents of poor behaviour. Those who find behaving well more challenging are well supported by the school's effective strategies.
- Pupils report that there are no issues with bullying, although they are aware of what to do about it should it happen. They know about the different types of bullying, such as cyber bullying.
- The school's work to keep pupils safe and secure is good. Pupils have had road safety training and know about the need to be seen when the roads are dark. Pupils are acutely aware of how to stay safe when using the internet.
- Parents who were spoken to consider that their children are safe and well looked after. They have a good relationship with the school and feel that pupils are well behaved.
- Pupils enjoy being in school and usually attendance is above average. This year it has slipped from last year due to a several pupils being off due to long term illness.

The leadership and management are good

- This small school is well led by the headteacher. The other teachers and assistants all support her drive to continue to improve standards. There is a strong focus on ensuring that staff consistently check the progress of individual pupils and use that information to make sure that the work set for pupils is neither too hard nor too easy. They recognise that pupils, particularly the most able, are not consistently provided with work that fully stretches them, particularly in mathematics.
- The quality of teaching is regularly monitored by the headteacher in order to identify areas for improvement and to ensure that salary progression is linked to improvements in pupils' achievement.
- The school provides an interesting and varied number of subjects to widen pupils' understanding and develop their spiritual, moral, social and cultural experiences. There is a range of interesting visits, including residential visits, which help to develop pupils' confidence and personal responsibility. Pupils have close links with the church community and have opportunities to visit places of worship such as Salisbury Cathedral. Pupils are encouraged to appreciate their local environment and helped to design a sign for the school based on the Broad Town White Horse that overlooks the school.
- The school has used the additional funding for sports to increase the number of sporting

experiences available to pupils, such as basketball, dance and rugby. A specialist coach works with the school so all pupils are taught by an expert, whilst teachers observe and work alongside to develop their own skills. The school has had considerable success in local sports competitions and many pupils spend their free time engaged in sporting activities.

- The school works closely with other schools to develop both staff and pupils' skills. Staff recognise that because the school is small it can really benefit from these local partnerships to continue to drive up standards. For example, an effective link has been made with a local secondary school and pupils visit the after-school science club to broaden their experiences in the subject.
- The local authority provides a light touch level of support, but is always readily available should the school request any advice.
- The school promotes equality of opportunity well and safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
 - Staff and governors form a strong team. Governors are very supportive of the school and have a good understanding of its strengths and the areas where it can improve. Governors visit the school regularly. They know about the quality of teaching and ask challenging questions of staff. Governors know how the school performs when compared with other schools. As well as being well trained, most governors have professional expertise that they bring to their role and these are matched to the school's needs; for example, governors on the finance committee work in finance. As a result, finances are very well managed.
 - Governors are clear about the close link between teachers' targets and subsequent increases in pay. They also closely monitor how additional funding from the government for sports and other additional funding is used.

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

Unique reference number	126306
Local authority	Wiltshire
Inspection number	440439

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	81
Appropriate authority	The governing body
Chair	Kathryn Lancaster
Headteacher	Bridget Long
Date of previous school inspection	28 September 2010
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