

Inspection of St Mary's Broughton Gifford Voluntary Controlled Church of England Primary School

The Street, Broughton Gifford, Melksham, Wiltshire SN12 8PR

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

St Mary's is a welcoming village primary school which is at the heart of the community. Pupils enjoy attending school. They say it is like a 'big family.' Pupils are polite and kind towards one another. They are adamant that bullying is rare. Relationships between adults and pupils are respectful. Pupils feel safe and know that adults are there to help.

From Reception Year onwards, staff have high expectations for pupil's' behaviour. In lessons, pupils show positive attitudes to learning. They are keen to participate and share their ideas. During social times, pupils of all ages play well together. Play ambassadors encourage others to be active. They organise playground equipment and games.

Leaders have designed a curriculum that enables pupils to understand the world beyond Broughton Gifford. Pupils understand the importance of equality. They are keen to help those in need. House captains select charities they want to support and raise funds for them.

Pupils attend a range of clubs on offer. They are proud to represent their school in local sports competitions. Older pupils enjoy their responsibilities as buddies to children in Reception. They enjoy reading to them and sitting together during collective worship.

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

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They have a vision that is understood by all. With support from the trust, leaders have focused on improving the quality of education.

Leaders have prioritised the teaching of reading. There is an effective, systematic and consistent approach to teaching phonics. Teachers check that pupils keep up with where they need to be. Pupils at risk of falling behind get help to catch up. However, in some cases, pupils who struggle to read do not have books that match the sounds they know. This limits their ability to read fluently. Children in the Reception Year benefit from listening to stories daily. They enjoy retelling stories by heart together. Teachers carefully choose books that celebrate diversity.

Pupils learn through a well-designed and considered curriculum. It ensures that they build on what they already know. Pupils use what they have previously learned to be successful and challenged. For example, they use their understanding of number to calculate the value of missing angles correctly. The strong focus on using mathematics vocabulary ensures that pupils explain the methods they use accurately. Teachers use assessment information well to make adaptations to future learning.

The curriculum in some wider subjects is relatively new. Leaders do not yet have an accurate understanding of how well the curriculum is being implemented. They have not identified gaps in knowledge that some pupils have. In art, pupils' sketch books do not match the ambition of the curriculum. Over time, pupils have not learned the key knowledge that builds on what they already know.

Leaders and staff accurately identify pupils with SEND. Leaders regularly check the support pupils with SEND receive to make sure it is effective. Detailed plans are in place to ensure their needs are well met. For example, pupils have a range of apparatus in mathematics to support them to succeed with their learning. Pupils with SEND access the same curriculum as their peers.

Routines throughout the school are well established. Pupils know the expectations well and follow them. In lessons, they focus on learning and are confident when explaining their ideas to each other. This is because leaders have prioritised developing pupils' communication and language skills. Children in Reception Year work collaboratively together and use ambitious vocabulary. For example, they use 'chinook and rotor blades' to describe the aircraft they built.

Leaders promote pupils' personal development through the school's Christian ethos as well as the curriculum. During collective worship, pupils focus on the school's core values. They reflect on these and recognise their importance. Pupils learn about what makes a positive relationship and how to keep healthy both physically and mentally. They have a good understanding of what makes a balanced diet and enjoy the opportunities they get to take part in mindfulness activities, including yoga.

Trustees and local governors have an accurate view of the school's strengths and priorities for improvement. They provide appropriate support and challenge to school leaders. Staff value the training they receive to develop their leadership of the curriculum subjects. They appreciate how leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils' safety is a priority. Adults are well trained and vigilant. There is a strong culture that 'it could happen here'. Leaders work with external agencies to ensure that pupils receive the support they need.

There are robust systems and processes in place to ensure that adults who work in the school are suitable.

Pupils are taught how to keep themselves safe in their day-to-day lives. The computing curriculum supports them to understand how to stay safe online. Pupils also learn how to use the green cross code and the dangers of fire.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, leaders do not have an accurate understanding of how effective the curriculum is. They have not identified what pupils remember or any gaps in knowledge they have. Leaders need to evaluate these subjects and use this information to make the necessary changes to ensure that pupils' knowledge builds on what they know and matches the ambition of the curriculum.
- Some pupils, who are at the early stages of reading, struggle to read fluently. This is because the books they read are too difficult. Leaders need to ensure that these pupils have books that precisely match the sounds they know, so that they can develop their fluency, confidence and enjoyment in reading.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146347
Local authority	Wiltshire
Inspection number	10241603
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	Board of trustees
Chair of trust	Ninna Gibson
Principal	Candida Hutchinson
Website	www.broughtongifford.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Mary's Broughton Gifford Church of England Primary School converted to become an academy school in August 2018. When its predecessor school, St Mary's Broughton Gifford Church of England Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The principal joined the school in September 2020. She is principal across three school in the trust.
- The school uses one unregistered alternative provision.
- The school is in the diocese of Salisbury.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors 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.
- Inspectors also spoke to leaders about the curriculum in geography and computing.
- The lead inspector listened to pupils from Years 1,2 and 3 read to a known adult.
- Inspectors observed pupils' behaviour during visits to the classrooms, during breaktimes times and as they moved around the school. Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The lead inspector checked the single central record of recruitment checks and talked with leaders responsible for safeguarding. She also considered the safeguarding documents and records.
- Inspectors considered responses to the online survey, Parent View, including free-text responses. Inspectors also considered responses to the staff survey and the survey for pupils.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Ross Newman

Ofsted Inspector

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