

Inspection of Broad Hinton Church of England Primary School

Broad Hinton, Swindon, Wiltshire SN4 9PQ

Inspection dates: 15 and 16 November 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy attending this inclusive school. They talk confidently about the school's values. They understand how these values help them to be loving, caring and supportive of others. Parents and carers are positive about the school. Many comment on the school's 'family feel' and the way in which staff care for pupils.

Staff have high expectations for pupils' behaviour and conduct. Pupils understand these expectations and strive to achieve them. Pupils are polite and behave well, both in lessons and around the school. This begins in the early years, where children follow instructions well and show high levels of independence.

Pupils feel safe. Parents agree. Relationships between staff and pupils are strong. Pupils understand what bullying is. They say that it does not happen often. If it does, pupils are confident that adults will deal with it quickly.

Pupils enjoy the range of activities on offer to them, such as sports festivals and visits from polar explorers and firefighters. They relish the opportunities they have to be 'community' and 'friendship' ambassadors, members of the 'eco school' and school council. Pupils say that this helps them to develop their confidence and make a difference to their school.

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

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Together with staff, they have created a curriculum that is ambitious and designed well. However, in a small number of subjects, sequences of learning are not ordered well. Pupils do not build on what they already know. This slows the progress that pupils make in some areas of the curriculum.

Leaders promote a love of reading. Staff ensure that pupils read a diverse range of texts. Staff use the training they receive to enable them to teach phonics well. This starts in the early years. Children use their phonics knowledge to confidently play phonics games. Pupils enjoy listening to stories that adults read to them. Pupils read books that are well matched to the sounds they are learning. If pupils fall behind, they receive the support they need to help them to catch up quickly. This helps them to become confident and fluent readers.

The mathematics curriculum starts in the early years. Children develop their understanding of early number well. Teachers skilfully adapt learning to meet pupils' needs. They ensure that pupils practise their mathematical skills. They check pupils' understanding before they move on to more complex learning. Pupils build on this as they move through the school. They quickly recall times tables facts and use their knowledge of number well to solve mathematical problems.

Leaders are ambitious for what pupils with SEND can achieve. These pupils take an active role in the life of the school. Staff know the pupils well. They use this knowledge to ensure that pupils receive the support they need to access the same curriculum as their peers. This is particularly the case for pupils with social and emotional needs.

Pupils display positive attitudes towards learning. Low-level disruption is rare. In early years, children are eager to accept and meet challenges. They confidently share their learning and sustain their concentration well, both in and outside the classroom. Leaders have high expectations for pupils' attendance. Pupils attend well because of this.

Leaders ensure that pupils' wider personal development is well planned. Pupils know how to stay physically and mentally healthy. They understand what discrimination is and why it is important to include everyone. Pupils talk confidently about democracy and tolerance but are less confident when discussing individual liberty.

Governors have an accurate view of the school's strengths and what needs to improve. Together with leaders, they have focused on staff well-being. This has strengthened the staff team. Staff feel well supported and valued by leaders. They appreciate the consideration that leaders give to managing their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with up-to-date safeguarding training. This enables staff to identify and report any concerns quickly. Leaders work closely with outside agencies to ensure that pupils and their families receive the support and help they need. They make the appropriate checks during recruitment. However, safeguarding training for a small number of governors is not up to date.

Pupils know how to identify risks and keep themselves safe. They understand the importance of consent and sharing any worries they might have with a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not mapped out the precise sequence of knowledge that pupils should learn and remember. As a result, pupils do not build on previous knowledge that enables them to know more and remember more over time. Leaders should ensure that the essential knowledge that pupils need to know and remember in each subject is clear and carefully set out.

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	126305
Local authority	Wiltshire
Inspection number	10241866
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Co-chairs of governing body	Emma Briers and Andrew Rowe
Headteacher	Elizabeth Floyd
Website	www.broadhintonschool.org
Date of previous inspection	3 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Salisbury and is designated a Church of England primary school. The last section 48 inspection took place in March 2017.
- There have been some changes to the governing body since the last inspection.
- The school does not use any alternative provision for pupils.
- There is a before and after-school club managed by the governing body.

Information about this inspection

The inspectors 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 met with the headteacher, subject leaders, staff, pupils and governors. The lead inspector had a telephone conversation with a representative from Wiltshire local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors met with subject leaders, discussed curriculums, visited a sample of lessons, met with staff, spoke to some pupils about their learning and reviewed samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors met with those responsible for safeguarding at the school. They scrutinised the single central record and records related to behaviour and safeguarding concerns. Inspectors spoke with pupils, staff and governors to check their views on safeguarding.
- Inspectors scrutinised the school's website and a range of documents, including the school's own improvement plans, self-evaluation document and minutes of governing body meetings.
- Inspectors observed pupils' behaviour during lessons and at playtime and lunchtime. They spoke with pupils about behaviour, bullying and what it is like to attend this school.
- The inspection team took note of the responses received on Ofsted Parent View, Ofsted's online survey, and considered the results of the Ofsted staff and pupil surveys.

Inspection team

Faye Heming, lead inspector

Ofsted Inspector

Wendy Hanrahan

Ofsted Inspector

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