

Inspection of a good school: Broadhembury Church of England Primary School

Broadhembury, Honiton, Devon EX14 3NF

Inspection date:

9 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to Broadhembury Church of England Primary School. They say that everyone knows and cares for one another. Parents talk positively about the way the school support pupils' mental health and how staff help children settle into school life.

However, in some subjects, pupils do not learn as well as they should. Some pupils struggle to recall what they learned previously. The implementation of the curriculum does not enable them to know more and remember more over time.

Leaders and staff have high expectations for pupils' behaviour and conduct. Relationships between staff and pupils are warm and respectful. Pupils are polite and courteous. Pupils follow instructions and play well together. From the early years, disruptive behaviour is infrequent. Pupils say that bullying is rare. If it were to happen, they are confident that adults would deal with it quickly.

Pupils enjoy clubs on offer to them, such as sports and art. They value becoming librarians, computer monitors and sports leaders. Pupils say these roles improve the school and help them to develop their confidence.

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). However, the curriculum does not fully realise what they envisage. While leaders have designed the curriculum well, its implementation is at an early stage in some subjects. As a result, some pupils do not build their knowledge well enough as they move through the school.

Pupils across the school enjoy reading. They enjoy getting 'lost' in a book and talk confidently about their favourite authors. Older pupils read a range of texts with increasing fluency and accuracy.

Leaders ensure that there is a systematic approach to the teaching of phonics. Children start to learn to read as soon as they start school. If pupils fall behind, they receive additional support to catch up quickly. However, staff do not match some books well enough to the letters and sounds that pupils know. Consequently, pupils find these books too hard to read. This hinders them becoming confident readers.

Leaders have put in place a well-structured mathematics curriculum. It starts in the early years. Staff model mathematical vocabulary well. This means that children recognise and talk confidently about numbers. Older pupils build on this good start. They confidently apply their mathematical knowledge when completing more complex tasks involving area and perimeter.

In some subjects, pupils' knowledge is less secure. Some teachers do not check what pupils know or have remembered well enough before moving on to new learning. For example, in geography, older pupils struggle to connect what they learned previously about continents with what they are learning now. They cannot talk in detail about geographical terms they learned about before.

Leaders are ambitious for what pupils with SEND can achieve. Systems to identify, assess and meet the needs of these pupils are clear. Staff know the pupils well and provide the support they need. Planning for individual pupils is precise.

Pupils are positive about their learning. Children in the early years are eager to learn. Pupils from across the school play well with one another. As a result, the atmosphere both in and out of classrooms is calm and orderly.

Pupils' personal development is a strength of the school. Leaders plan the personal development curriculum well. Pupils learn about different relationships. They know that friends are kind and trustworthy. Pupils talk confidently about democracy and equality and know why these values are important.

Governors are ambitious for the school. The newly appointed chair understands their role well. Governors use their expertise to ask challenging questions. As a result, they understand what the school does well and where it needs to improve. Staff value the way everyone works as a team. Most staff appreciate how leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping children safe is everyone's responsibility. They make the right safeguarding checks during recruitment to ensure that staff are safe to work with

children. Staff use their training to spot quickly pupils who are at risk. Leaders work well with professionals and agencies to help vulnerable pupils and their families.

Pupils feel safe. They understand how to keep themselves safe through what they learn in lessons and assemblies. For example, pupils learn how to stay safe online. They understand the importance of not sharing personal information with strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not read books that match closely enough to the sounds that they are learning. Consequently, they find their books too hard to read. This holds them back in becoming fluent readers. Leaders need to ensure that the books that pupils read match well the sounds they are learning.
- Leaders have not fully implemented an effective curriculum across all subjects. The curriculum does not consistently build on what pupils have previously learned and understood. This slows the progress that pupils make. Leaders should fully implement an effective curriculum so that pupils know more and remember more across all subjects.
- In some of the wider curriculum subjects, staff do not use assessment effectively. They do not check what pupils remember before moving on to new learning. As a result, some pupils struggle to build their knowledge well over time. Leaders need to ensure that staff use assessment effectively in order to check what pupils know and remember across all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2017.

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	113349
Local authority	Devon
Inspection number	10240205
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	32
Appropriate authority	Local authority
Chair of governing body	Vanessa Briggs
Headteacher	Katie Gray
Website	www.broadhembury.devon.sch.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Jubilee with Pebblebed Federation.
- The school is a voluntary-controlled Church of England school and is part of the Diocese of Exeter. The last section 48 inspection took place in April 2018, where the school was judged to be outstanding.
- There have been some changes to the governing body since the last inspection.
- The school does not use any alternative provision.

Information about this inspection

- 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 executive headteacher, senior leaders, the special educational needs coordinator and groups of staff. An inspector also held telephone discussions with the chair of governors and a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- ☑ The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- ☑ Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- ☑ Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- ☑ The lead inspector considered the responses to the online survey, Ofsted Parent View. He also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Caroline Musty

Ofsted Inspector

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