

# Inspection of a good school: Branscombe Church of England Primary School

Branscombe, Seaton, Devon EX12 3DA

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Inspection date:

21 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. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils like coming to school. They enjoy being part of a small, inclusive community. Staff know the pupils well. As a result, pupils feel well cared for. Pupils are kind and caring towards one another. Older pupils look after the younger pupils. They play together. Pupils make sure there is play equipment for everyone. Everyone joins in playground games.

Pupils behave well. They understand the expectations of their teachers. Pupils value the team points they earn for their efforts. They add these to their class chart with pride. Older pupils help younger pupils to manage their behaviour when they become excited. Some pupils with special educational needs and/or disabilities (SEND) need help to cope with the classroom environment. Leaders have sought external guidance in providing appropriate support for pupils when they need it.

Pupils learn about different cultures and life experiences. They are charitable. For example, pupils raise money to support a child in Africa. Pupils learn about unkindness and bullying. Bullying is rare. Pupils and confident adults help them when they have a problem with friendship to resolve.

At federation events, pupils enjoy participating in sports. They say they relish meeting pupils from other schools.

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

Leaders have planned a broad curriculum for pupils from early years through to Year 6. Working across the federation, newly appointed subject leaders have started to establish a detailed curriculum for all subjects. This work helps teachers to plan their teaching. Leaders have begun to identify the important knowledge they want pupils to learn. However, this work is in its early stages.

Pupils with SEND receive help to learn the same ambitious curriculum as their peers. However, staff do not break down the curriculum precisely for all pupils so that their learning follows an appropriate sequence. When this happens, pupils do not remember well enough what they learned previously.

In mathematics, teachers adapt the curriculum for children at different stages of their learning. Teachers help pupils to recall what they have already learned before they move to their next piece of work. Older pupils say they find this helps them to remember their mathematics learning over time. Children in Reception learn through activities. However, sometimes the activities do not have relevance to what they have learned previously. For example, children tried to write the number two in chalk. The children found this difficult as it was not in a context they recognised. This hindered their learning.

Pupils enjoy discussing their learning with one another. Sometimes they lose interest and stop concentrating. This happens when they become distracted or unclear about what they are learning. Teachers do not always notice this happening.

Pupils read widely and often. Children learn letters and sounds as soon as they start school. Leaders train new staff about the reading programme the school follows. Teachers check pupils' understanding regularly. They help pupils to catch up when necessary. Pupils joining the school who speak English as an additional language start to learn their letter sounds. Teachers help pupils using electronic translation devices to help them to learn. Pupils take home books to read that match the sounds they know. As pupils become confident in reading, they enjoy reading a programme of carefully chosen books. This helps them grow in confidence. Pupils say the book choices appeal to them.

Pupils have a clear moral and spiritual understanding. They extend their knowledge through discussion and the shared focus in their daily gathering. Leaders have established a well-considered personal, social and health education curriculum. They make sure pupils learn about respect and healthy relationships at the right time. Leaders arrange trips and wider experiences for pupils. They identify events to enhance the curriculum. For example, pupils attended a workshop to learn about the Mayans. Leaders work with the local community so that pupils feel part of and contribute to what is happening around them. For instance, pupils worked with a prize-winning artist to design an art installation at the church.

When leaders make decisions, they do not routinely consider the implications for staff. As a result, they do not manage the workload of staff well enough. Leaders are aware of this. The recently established structure of subject leadership teams is starting to help teachers with planning. This is positive for new staff joining the school. Governors understand the challenges and needs of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide regular training for staff. Staff are vigilant and report concerns about pupils' safety promptly. Leaders have suitable policies in place to raise awareness among staff about the dangers of sexual harassment. Leaders follow up on concerns to make sure pupils stay safe.

Leaders work closely with external agencies for advice and support. Leaders make sure pupils get the help they need. Governors regularly check the school's systems for safeguarding pupils. Appropriate checks make sure staff working in the school are safe to work with children.

Pupils learn how to keep themselves safe online and in the community. For example, they visit the local beach and learn how to keep safe around water.

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

### **(Information for the school and appropriate authority)**

- In some subjects, staff do not implement the curriculum with precision or adapt it for mixed-age classes. This leads to poor sequencing of the knowledge and skills that pupils learn. As a result, pupils do not learn as well as they could. Leaders need to ensure staff implement the curriculum appropriately so that pupils of different ages build on what they have already learned.
- Leaders place high demands on staff and their workload. They do not consider staff's well-being carefully enough. Leaders need to act more effectively to ensure staff's welfare.

## **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 October 2013.

## **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

<b>Unique reference number</b>	113348
<b>Local authority</b>	Devon
<b>Inspection number</b>	10256785
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Vanessa Briggs
<b>Headteacher</b>	Katharine Gray
<b>Website</b>	<a href="http://www.branscombe.devon.sch.uk">www.branscombe.devon.sch.uk</a>
<b>Date of previous inspection</b>	4 October 2017, under section 8 of the Education Act 2005

## Information about this school

- Branscombe Church of England Primary School is a smaller-than-average village school.
- The school is part of The Jubilee with Pebblebed Federation. There are five primary schools in the federation.
- The school has a breakfast club for pupils.
- Branscombe Church of England Primary School is a church school in the Diocese of Exeter. The school was graded outstanding at its section 48 inspection in November 2017.
- Classes are taught in mixed-age groups.
- There is a pre-school for two-, three- and four-year-old children.
- The school uses no alternative provisions.

## 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 carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the executive headteacher, federation leaders, school staff, the chair of governors and the special educational needs coordinator. The lead inspector held a telephone discussion with a representative from the local authority.
- The lead inspector listened to pupils in Years 1 and 3 read to an adult.
- Inspectors looked at how the school keeps pupils safe. The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff and volunteers working in the school.
- Inspectors met with a group of pupils to talk about their wider development.
- Inspectors considered responses to the online survey, Ofsted Parent View, parental communication and the view of staff in Ofsted's online survey.

### **Inspection team**

Rachel Hesketh, lead inspector

His Majesty's Inspector

Ian Robinson

Ofsted Inspector

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