

Inspection of Broadhembury Church of England Primary School

Broadhembury, Honiton, Devon EX14 3NF

Inspection dates: 12 and 13 June 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

The school is not ambitious enough for its pupils. Pupils do not achieve well because the curriculum does not meet their needs. Pupils have significant gaps in their knowledge. They are not ready for the next stage of their education.

The school's expectations of pupils' behaviour are low. As a result, pupils do not behave well. This affects how well pupils learn.

Pupils are welcoming to visitors and keen to share their work. Pupils know what it means to be a good friend. Older pupils are proud of their roles as buddies to younger pupils. Pupils know they can speak to an adult if they have any worries.

Pupils enjoy contributing to the local community. They take part in local events and work with the local church. For example, they make posters to celebrate religious events. Pupils recently took part in a photography competition celebrated in the local village hall.

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

The school has experienced significant instability due to turbulence in leadership and staffing. This has resulted in a decline in standards. It does not have a coherent and strategic plan to address this and to improve educational outcomes for pupils.

The school has not prioritised reading. The teaching of phonics is weak. Too many pupils do not read well enough. In addition, the support to help pupils to catch up is not effective. Teaching does not check what pupils know and remember. So it does not ensure that the sounds pupils learn, and the books pupils read, match what they know. As a result, pupils do not learn to read as well as they should.

The wider curriculum is not well designed. The school has not set out the important knowledge and skills that it wants pupils to know and remember. Assessment in these subjects is not established. As a result, pupils have gaps in their knowledge. Frequent changes to staffing means that gaps in pupils' knowledge have not been effectively addressed. While some pupils can discuss what they are currently learning, they cannot recall what they have learned previously. Pupils lack important knowledge, for example, of different countries taught in geography.

The curriculum for pupils' personal development helps them to understand healthy relationships. Pupils understand how to stay safe online. They also understand the importance of a healthy diet. Although the school teaches fundamental British values, pupils are not able to recall their learning about these values. Furthermore, pupils do not have a meaningful understanding of different faiths and cultures. This means that pupils have a limited cultural base from which to link ideas and concepts about different communities.

Expectations for pupils with special educational needs and/or disabilities (SEND) are low. While staff show care for pupils with SEND and identify individual needs this does not inform targeted support to overcome barriers to learning. Pupils do not complete work that is matched to what they can do. Furthermore, a lack of oversight and ambition mean that the needs of pupils with SEND are not met. As a result, pupils with SEND do not achieve well.

The school has not supported staff to manage pupil's behaviour effectively. Consequently, the behaviour of pupils is poor. Too often, low-level disruptive behaviour in classes is tolerated by staff. Some pupils choose to not take part in lesson activities. This is not challenged by staff. Pupils are not supported well enough to re-join the learning. This means that the education of some pupils is disrupted by the poor behaviour of others.

Recently, the local governing body has been replaced by an interim executive board. The board, along with external professional support, has identified the significant issues that the school faces. However, due to the short period of time that the board has worked with the school, its impact is not yet evident. Staff have not had the necessary professional development to be effective in their roles. The interim executive board, however, is ambitious and intent on improving the school so that pupils are better prepared for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not strategically designed or well sequenced. The school has not identified the important content that it wants pupils to know and remember. As a result, pupils do not build secure knowledge effectively over time. The school needs to ensure that the curriculum is well structured and sequenced so that pupils learn the essential knowledge they need to progress through the curriculum.
- The curriculum for early reading and phonics is not implemented well. Pupils do not build confidence and fluency. As a result, they do not learn to read effectively. The school should ensure staff are trained well to deliver the curriculum. The school needs to urgently improve the implementation of all aspects of the early reading and phonics curriculum.
- Teaching does not use assessment effectively to understand what pupils know and remember. Gaps in pupils' knowledge are not identified or addressed. Teaching does not adapt learning based on what pupils know. The school needs to ensure that there is a consistent and effective approach to assessment so that gaps in pupils' knowledge are effectively addressed.

- The school's expectations are not high enough for pupils with SEND. The curriculum is not suitably adapted to meet the needs of pupils with SEND. As a result, pupils with SEND do not benefit from a high quality of education. The school must ensure that the curriculum is adapted to meet the needs of pupils with SEND, so that they learn successfully.
- The school has not developed a culture where good behaviour is the norm. As a result, pupils do not behave well and misbehaviour disrupts learning. The school must ensure that expectations of how to behave are established across the school, and that staff support pupils effectively to behave well.
- The school may not appoint early career teachers before the next monitoring inspection.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113349
Local authority	Devon
Inspection number	10297904
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	29
Appropriate authority	Interim executive board
Chair of the interim executive board	Ann Denner
Headteacher	Katie Gray
Website	www.broadhembury.devon.sch.uk
Date of previous inspection	9 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Jubilee with Pebblebed Federation
- This is a smaller than average primary school
- This is a Church of England (voluntary-controlled) primary school with a Christian character. A section 48 inspection was carried out in April 2018.
- The headteacher was absent during the inspection. The local authority appointed an interim executive board to govern the school. The board is overseeing the school's move to a new trust. In addition, the board has recently appointed an acting headteacher.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- In accordance with section 44(1) of the Education Act 2005, His Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The inspectors observed pupils’ behaviour in lessons and around the school site.
- The inspectors met with leaders from the school, the acting headteacher and the interim executive board.
- The inspectors gathered parents’ views by considering the responses to Ofsted’s online survey, Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted’s staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty’s Inspector

Nicola Bray

Ofsted Inspector

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