

## INSPECTION REPORT

### **BROADWINDSOR C of E (VC) PRIMARY SCHOOL**

Broadwindsor

LEA area: Dorset

Unique reference number: 113777

Headteacher: Mr N Arnold

Lead inspector: Mr M S Burghart

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> July 2005

Inspection number: 266501

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 91

School address: Drimpton Road  
Broadwindsor  
Dorset

Postcode: DT8 3QL

Telephone number: 01308 868376

Fax number: 01308 868376

Appropriate authority: The Governing Body

Name of chair of  
governors: Mr C Snelling

Date of previous  
inspection: June 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a smaller than average rural primary school in the village of Broadwindsor near Beaminster in Dorset. There is good accommodation for the four classes three of which contain pupils from more than one age group. The school boasts a hall, library and has recently been extended with a new mezzanine floor. There is a good field and an attractive environmental area. Numbers have remained the same since the last inspection, although this year there are only seven children in reception compared with the standard number of thirteen. The proportion of pupils with special educational needs is about average. The percentage of pupils eligible for free school meals is below the norm but this is affected by there being no meals service in Dorset. The proportion of pupils joining or leaving the school at times other than in reception or from Year 6 is about average. No pupil requires extra help for having English as an additional language. The school was awarded with a DfES Achievement Award in 2002 and the FA Charter Mark for football in 2004. The attainment of children when first entering reception is about average, but this represents a range year on year. The headteacher teaches two days per week.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage, English, Information and communication technology, Art and design, Physical education, Design and technology, Music, Personal, social and health education.
9487	Dr F Hurd	Lay inspector	
22578	Mr D G Jones	Team inspector	Mathematics, Science, Religious Education, Special Educational Needs, Geography, History.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a good school where pupils achieve high standards as well as doing well in their personal development. It is effectively led and managed and, although as a small school costs per pupil are above average, Broadwindsor gives good value for money.

The school's main strengths and weaknesses are:

- Standards are high in English, maths and science by the time pupils leave.
- Teaching is good and frequently better leading to very good learning.
- Provision for those with special educational needs is good.
- Pupils' attitudes, behaviour and personal development are very good.
- The school takes good care of pupils.
- Although assessment is good in English, maths and science, it is not sufficiently developed in other subjects.

Progress since the last inspection in 1999 is good overall with very good features in improvements to standards and accommodation. Strategic management and monitoring, both criticised, are now good. The school development plan is a good tool for improvement. Resources are well stored and organised where this was unsatisfactory, and provision for information and communication technology (ICT) is improved from inadequate to good. Improvements to assessment are benefiting core subjects but have not been implemented in other curriculum areas, making it hard to judge pupils' progress.

### STANDARDS ACHIEVED

Results in National Curriculum assessments at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	A	A	A
Mathematics	E	C	A	A*
Science	E	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools refers to those with similar prior attainment levels. A\* puts the school in the top five per cent of similar primaries.*

Standards have been improved significantly since the last inspection. The school's trend of improvement is better than the national one. Early indications are that this has been sustained in the recent 2005 tests for eleven year olds with particular success in science where all pupils reached at least the nationally expected levels and 70 per cent did better than this. Inspectors find standards are high in English, maths and science by the time pupils leave. Pupils, including those with special educational needs, are achieving well and the school adds very good value to their performance from reception to Year 6. Standards in Year 2 are at least average with strengths in reading, maths and science. In as far as it is possible to judge, standards in other subjects are at least satisfactory with strengths in some aspects of ICT, music and physical education. Children in reception get off to a good start and all reach the expected early learning goals before Year 1 with notable progress in personal, social and emotional development.

Pupils' attitudes, behaviour and personal development are very good with strengths in moral and social qualities. Attendance is satisfactory. The school's ethos is very good.

## **QUALITY OF EDUCATION**

The curriculum is good being broad, balanced and relevant to pupils' needs. Opportunities to enrich the curriculum are very good especially in music and physical education. Provision for special educational needs is good. Teaching assistants make a very good contribution to teaching and learning. Teaching is good overall with very good and sometimes excellent features. Strengths are in the Foundation Stage, planning, questioning and relationships. The pace of some lessons is too slow. Assessment is good in English, maths and science, but needs to be developed elsewhere. Links with parents and the community are good and with other schools very good. The school takes good care of pupils.

## **LEADERSHIP AND MANAGEMENT**

The school is well managed by head, staff and governors working well together. It is effectively led with the result that standards have improved significantly over the last four years. Staff acting as co-ordinators for subjects already do a good job. Increased opportunity for monitoring under work-force remodelling time is being well planned for. Governance is good with the very positive contribution of the chair. Strategic management is good and funds are used wisely to support educational needs. There is a positive commitment to self evaluation in order to continue to make improvements and this has good effects on the quality of the learning environment and the school's ethos.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have mostly very positive views of the school especially about approachability, teaching, how well pupils make progress, and high expectations. A few have concerns over some aspects of leadership and how well the school seeks parents' views. Pupils like the school, particularly extracurricular opportunities in physical education and music. They feel confident that there is someone they can turn to if they have a problem.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is to:

- Develop assessment procedures and analysis in subjects other than English, maths and science in order to gauge progress, and report, as required, to parents how pupils are doing.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Standards are well above average in English, maths and science when pupils leave the school.

#### **Main strengths and weaknesses**

- Pupils achieve well.
- The school adds very good value to pupils' performance from the start of reception to the end of Year 6.
- Reading standards are good.
- Pupils have performed very successfully in national tests for eleven year olds over the last two years.
- Standards in maths are above average at the end of Year 2.

#### **Commentary**

1. The table below shows that seven year old pupils were average in reading, writing and maths in 2004, but they did not do as well as other similar schools. This year's results, where there are as yet no national comparisons, show some improvement in reading and writing but good improvement in maths where standards are good with over a third of pupils reaching above average levels. The results of teachers' assessments in science over a period of years show an upward trend, and this year indicate that over a quarter of pupils achieved the higher level 3. This is above national expectations.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	15.7 (13.5)	15.8 (15.7)
Writing	15.2 (12.9)	14.6 (14.6)
Mathematics	15.4 (15.4)	16.2 (16.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

2. From the results below it is evident that Year 6 pupils did very well in 2004, being well above average in English, maths and science. This year's results appear even better. The proportion of pupils reaching the higher level 5 is above average in each subject with especial success in science where nearly three quarters of pupils were above average. This is likely to equate with the top five per cent of all primary schools.



**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	28.5 (29.0)	26.9 (26.8)
Mathematics	30.0 (27.0)	27.0 (26.8)
Science	30.5 (30.0)	28.6 (28.6)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

3. Inspection evidence from lessons, school records and examples of pupils' work confirms that standards are very good in these subjects being well above average. This shows that given that children were about average when they first joined the school they make good progress overall with very good progress in Years 5 and 6. The school adds very good value to pupils' performance. Reading standards are good throughout the school. Pupils enjoy reading and by the end of Year 6 most are able not only to read fluently and accurately but to show good understanding and appreciation.

4. The school's trend of improvement in English, maths and science over a four year period is above the national profile. Standards have been improved since the last report in 1999. There was insufficient evidence to make firm judgements in other subjects but there is enough to note that standards of work seen were at least satisfactory and that there are strengths for example in some aspects of ICT, music and physical education. The absence of assessment by the school in subjects other than English, maths and science means that the school is unable to substantiate standards or progress.

**Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, behaviour and personal development are very good. The behaviour of the youngest children is excellent. Attendance and punctuality are satisfactory.

**Main strengths and weaknesses**

- The school has excellent expectations of pupils' conduct and works hard to achieve them.
- The school's provision for pupils' spiritual, moral and social development is very good overall.
- Opportunities for pupils to be enterprising and take responsibility are satisfactory.
- The school's actions to promote attendance, and those of parents to ensure their children's attendance, are satisfactory.

**Commentary**

5. Attendance is in line with national averages. Parents are conscientious in informing the school about absence, but a significant number take holidays in term time. Pupils are marked late if they arrive over an hour after the start of school, and are strongly encouraged to report their arrival to the school office. Attendance data is monitored electronically. The importance of attendance and punctuality are regularly promoted to parents.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2

National data	5.1
---------------	-----

National data	0.4
---------------	-----

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

6. Pupils are very keen to come to school. They expect to enjoy their lessons and extracurricular activities. Boys and girls get on very well together. Older pupils of both sexes are caring and considerate towards younger ones, and all ages play happily together. There have been no exclusions for many years. Although some pupils initially find it difficult to conform to school rules and co-operate with others, the school's high expectations of behaviour are well understood and staff need to spend very little time on discipline in lessons. Pupils show great respect towards the adults in school, whilst knowing they will be treated courteously. They have some understanding of their own learning and how they can improve. They are aware of their targets in maths and English, and comment on their progress in annual reports to parents. However, they do not choose or organise their own fundraising events for the school or charitable causes. School councillors could not think of any actions by the council which they themselves, rather than staff, had initiated; and older pupils do not have formal responsibilities of care towards younger ones.

7. The school is a warm and friendly community, with a real 'family feeling'. Assemblies, whether of the whole school or smaller groups, are genuinely spiritual in nature, with particularly good use of music. Pupils are given generous opportunities to reflect on important issues, the beauty of the world, and the achievements of man, both in assemblies and in class. Music makes an equally strong contribution to pupils' cultural development, with many pupils playing instruments and all learning to enjoy singing together. A busy programme of visits and visitors provides further cultural education as well as introducing pupils to aspects of the wider community such as the emergency services and wildlife preservation. The annual whole school art project, which produces a major display for the hall, again benefits both cultural and social development. Weekly 'Rainbow Time' sessions when different age groups work together improve pupils' understanding of the school as a single community. The provision for pupils' education in their own culture is good, and enhanced by a busy programme of visits and visitors. Provision for multicultural education in class is satisfactory and is supplemented by links with schools in London and South Africa.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education provided is good.

### **Teaching and learning**

Teaching is good.

### **Main strengths and weaknesses**

- Planning is good.
- Special educational needs teaching and support are good.
- Children in reception are well taught.
- Some lessons lack sufficient pace.
- Good teaching enables pupils in Years 5 and 6 to reach very good standards by the time they leave.
- Assessment is not used well enough in some subjects.

### **Commentary**

### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	11	3	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

8. All teachers were observed teaching good lessons. Examples of strengths were in reception, Year 2 and Years 5 and 6. Relationships are good throughout and this, together with good planning that clearly identifies learning objectives, supports good learning. Teachers are good at questioning pupils to get them to think before answering. Good discussions were a feature of most lessons and these have a significant effect on standards, particularly in language and communication skills throughout the school, and in science in Years 5 and 6.

9. Pupils with special educational needs are well supported and good teaching successfully focuses on helping pupils to improve against the targets of their individual education plans. As a result many of these pupils reach, or nearly reach, nationally expected levels. Two pupils on the special needs register achieved the higher level 5 in science this year, showing excellent progress.

10. Teaching assistants play a strong part in pupils' learning, especially in classes with younger children and when supporting pupils elsewhere who find learning difficult.

11. Assessment is used effectively in English, maths and science to judge standards, measure progress and set targets for improvement. Pupils achieve well as a result. However, in other subjects staff rely on the small size of the school for their knowledge of pupils' performance. The lack of assessment means teachers are not able to prove whether pupils are at, below, or above, what is expected and there are no records of overall performance. This makes reporting accurately to parents impossible and makes it difficult to show pupils how they can improve.

12. A relative weakness in teaching is the lack of pace in some lessons: for example in a Years 3 and 4 art session pupils spent too long squashed on the carpet listening before they were able to play an active part in learning.

### The curriculum

The curriculum is good overall and has been improved since the last inspection. The curriculum has been enriched with a very good number of extra activities.

### Main strengths and weaknesses

- Overall, the curriculum is good, especially for English, maths and science.
- The curriculum for those children who are in reception has improved, especially in the provision for physical development.
- The school's curriculum is accessible to all pupils, allowing the vast majority to achieve very well in Years 5 and 6 and well in other year groups.
- There is a very good range of activities which enrich the curriculum.
- Provision for pupils with special educational needs is good.
- Whilst overall accommodation is good, the school does lack sufficient staff toilet facilities, storage space, and needs a larger staffroom.

## Commentary

13. The school meets statutory requirements in all subjects and has strengthened its planning so that learning objectives are now more clearly written. This was a weakness at the last inspection. As a result, the vast majority of pupils are enabled to achieve well, and standards of work seen during the inspection support this view.

14. The school has now completed a full cycle of review, so that all subjects are covered by written policies, and schemes of work have been revisited. As a result, the continuity of work between year groups has been improved and the curriculum is now more relevant to the pupils.

15. The school has good strategies for the implementation of the National Literacy and Numeracy Strategies and for the curriculum in science. Because of this, most lessons are lively, interesting and pupils with differing abilities are catered for well. Accordingly, standards in these subjects have improved in the recent past.

16. The enrichment of the curriculum has been the subject of much effort by the school. This has been achieved, initially, by providing pupils with very good opportunities to join after school clubs. Currently there is a very wide range of club activities on offer, including those connected with sport, music, cookery and such curriculum areas as ICT. Some of these activities help pupils to prepare for competitive games against other schools. Broadwindsor has had recent success in netball, football and tag rugby. At the same time the school provides very good opportunities for its pupils to take part in musical activities out of school. There are very good opportunities for pupils to learn a wide range of musical instruments. The enthusiasm pupils show has enabled the school to set up an orchestra and choir with performances throughout the year at various levels, from school assemblies to the Beaminster Arts Festival.

17. The school promotes further enrichment by taking pupils on visits and arranging for visitors to come to school. Pupils visit a range of localities in their work in geography and history and have, for example, a visit from the Young Shakespeare Company in order to support literacy work.

18. The residential visits, made in both Year 4 and Year 6, not only provide very good opportunities for first hand visits to galleries, a canal, and a science museum, but at the same time give pupils opportunities to develop socially. Pupils live away from home and share facilities with pupils from other schools, giving support to their social development.

19. The addition of 'Rainbow Time' each Friday afternoon, in order to provide pupils with additional opportunities for enjoyment and enrichment, sees pupils working in mixed age groups at a range of activities. These include art, drama and music which rotate for pupils each half term.

20. The mix of teaching staff is now good with experienced and less experienced teachers working side by side and sharing expertise. Teaching assistants are well qualified and provide very good support for children in the Foundation Stage and good support elsewhere. The outside environment has been improved due to ideas developed by the headteacher. The adventure playgrounds, quiet garden and environmental area around the stream all provide very good extensions to the indoor classroom.

21. Overall resources are satisfactory and have reached this stage after some considerable expenditure. Resources for physical education are good. Provision in special educational needs is good overall. All pupils are fully included in lessons and receive very good support from teaching assistants.

22. Overall accommodation is good for the number of pupils on roll but there are insufficient toilets for the number of adults on the staff and the staffroom is cramped. Developments to the building particularly the mezzanine floor and the library are examples of good progress. Although they have helped to overcome a storage problem space is still limited.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is good overall, and very good for the youngest children. The provision of support, advice and guidance based on monitoring in English, maths and science is good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is very good.
- Pupils' access to well informed support, advice and guidance is good.
- Induction arrangements for pupils are good.
- Procedures to ensure pupils work in a healthy and safe environment are satisfactory.

### **Commentary**

23. Governors and staff are concerned to ensure the safety and well being of all who work in the school community. The site is regularly checked, potential hazards identified and appropriate action taken. There is a rolling programme of first-aid training for all staff, and the headteacher, as child protection liaison officer, gives all new members of staff up-to-date training. Appropriate risk assessments are carried out whenever necessary. All equipment is regularly checked by qualified contractors. The school has had no problems with vandalism or intruders. Some points related to health and safety have been drawn to the attention of the governing body.

24. Staff know pupils very well, and the very good quality of relationships is reflected in pupils' personal development. Pupils are very well supervised in and out of class: the willingness of lunchtime supervisors to initiate playground games is a real strength and does much to make playtimes enjoyable. Pupils with special needs, and those with high abilities, make good progress because they are quickly identified and given appropriate support. However, assessment data is not analysed with sufficient rigour to identify pupils' strengths and weaknesses across the curriculum.

25. The strong family atmosphere means that pupils of all ages do not lack confidence in putting forward their own ideas informally to staff. The school makes good use of pupil questionnaires and acts on the findings. However, although the school council has been in existence for several years, it has not yet developed to a point where its members take the initiative and originate most of its activities, nor do they collect suggestions from their peers or record minutes of meetings.

26. Induction arrangements for pre-school children are good. The reception class teacher makes visits to feeder pre-schools, and prospective pupils and their parents make several visits to meet their teachers and new classmates. She will visit children at home if parents find this helpful. A well designed information pack for parents allows them to share their knowledge of their children with the school. Pupils joining older age groups are quickly made to feel at home, and have a special friend appointed to look after them for their first few weeks.

### **Partnership with parents, other schools and the community**

Links with other schools are very good. Links with parents and the community are good.

### **Main strengths and weaknesses**

- The close links with its cluster group enable the school to offer good educational opportunities.
- The prospectus, governors report, school website and newsletters are particularly well designed, informative and attractive.
- Pupils' annual reports do not adequately tell parents whether their children are achieving at, above, or below, the expected levels for their age group.

### **Commentary**

27. About half the parent body returned Ofsted questionnaires before the inspection. All thought teaching was good and that children were helped to become more mature: 98 per cent thought staff had high expectations of pupils' conduct. The inspection confirms these views. Virtually all parents provide help, perhaps in class, or by improving the grounds. Everyone supports the Friends' Association activities. Some parents would like more or less homework, but virtually all support their own children's learning well. The school's small size makes it easy for parents to meet staff informally, and concerns are quickly dealt with. Staff and parents constantly share information about children's learning and behaviour. Parents know their views matter and suggestions are welcome: the school uses parent questionnaires, whose results are publicised and used in school development. The unattractive design of pupils' annual reports is a surprising contrast to other information produced for parents. The reports include practical and attainable targets, and demonstrate the very good personal knowledge staff have of individual children, despite not reporting fully on progress and achievement across the curriculum. Parents are invited to whole school shared assemblies.

28. The school regularly contributes to the community magazine distributed to all residents in the catchment area. The headteacher has worked to improve relations with the community, and is a member of the parish council and of the village hall committee. Local residents are welcomed to school events. Members of the British Legion visit to talk about their experiences in World War II. Pupils always enjoy participating in the annual Broadwindsor Fun Day: this year's theme was 'Circus Skills'. The Drimpton Winkle Club have made donations, and a local resident left the school a generous legacy in her will. Local residents run the recorder club and the school library. Both Bridport Rugby Club and Dorset Cricket Club provide coaching. Dorset Wildlife Trust worked with older pupils on a study of the stream in the school grounds and published the results on the Internet. The school participates in the Beaminster Arts Festival and works with local artists.

29. The school has well established arrangements for transition with secondary schools, and particularly good ones with Beaminster School, for which it is a feeder school. Year 6 pupils make a day long pre-visit, in addition to attending special events, and beginning a project to complete in Year 7. Beaminster provides additional teaching for more able pupils, as does the cluster group. Both Beaminster and the cluster group provide opportunities for pupil musicians to play and sing with larger groupings, in particular through a choir to which all Years 5 and 6 pupils belong. Much staff in-service training is organised collectively by the cluster, and pupils' residential visits in Years 4 and 6 are taken jointly with other cluster schools. The cluster group links enable the school to offer a wide range of sports.

## **LEADERSHIP AND MANAGEMENT**

The school is effectively led and managed, with key staff and governors giving good support.

### **Main strengths and weaknesses**

- Governors have made significant improvements to their leadership and management skills since the last inspection.
- There is now a strong commitment to teamwork in the school.
- Leadership in several areas of the curriculum is good.
- The school is effectively inclusive so that pupils of all abilities achieve at least well.
- Development planning has improved but not enough details of costings are included in the school improvement plan.

### **Commentary**

30. At the last inspection, leadership and management were judged as unsatisfactory. There have been many changes both in the school, not least of which has been a change of headteacher, and within the governing body since that time. Overall leadership and management are now good and considerably improved.

31. Governors now take a much more active part in the life of the school. They are aware of work in all subjects of the curriculum as they have received information directly from subject co-ordinators in order to improve their understanding. Governors now understand the data, which the school receives, and are therefore in a better position to challenge such information and note where and why changes need to be made.

32. The headteacher provides the governors with a good range of information and where necessary gives them alternatives to actions they may need to take, for example with 'Rainbow Time' or with the implications of having a very small year group in the school.

33. One of the key features of the school's current successes is teamwork. The headteacher has created a good mix of expertise and experience on the staff and both teaching and support staff work together very well. The headteacher carries out teaching duties as well as his duties as headteacher, so is very aware of classroom issues. Key subjects such as English, maths, science, ICT, design and technology, physical education, special needs, music and the Foundation Stage are all managed well and support the school's good results.

34. Subject co-ordinators are now much more involved in their subjects and have recently begun to analyse where there needs to be further development. This process is now more

structured and has led to improvements in a number of issues. These issues have been drawn together well in the school's development plan. There has been a significant improvement in this since the last inspection. However, the costings implicit in these areas for development are not shown on the plans. This would enable the school to keep check on development costs and would enable governors to further establish that improvements are giving best value for money.

35. The school is effective in its approach to inclusion. As a result, pupils of all abilities, including those with special needs, achieve at least well and often very well. Planning for this is clear to see in lesson plans, whilst the approach of both teachers and their support assistants gives tangible evidence of this in action.

36. Performance management is carried out effectively and the school has good links with initial teacher training students, who regularly visit the school.

37. Efficient school systems allow the school to run smoothly and staff to work effectively. Office staff are welcoming and friendly and finances are managed well. In the light of very good standards, good provision and good management, the school is judged as giving good value for money.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	312,003
Total expenditure	302,166
Expenditure per pupil	3,284

Balances (£)	
Balance from previous year	22,244
Balance carried forward to the next	9,837



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for the seven children in the Foundation Stage is **good**. The children are taught as part of a class with Year 1 pupils.

#### **Main strengths and weaknesses**

- Teaching and learning are good and frequently better.
- Children settle in very well to the routines of the school.
- Relationships with adults and other children are very good.
- Children make good progress and reach all expected early learning goals by Year 1.

#### **Commentary**

38. Children enter school with broadly average skills and understanding. Most attend some kind of pre-school setting before starting at Broadwindsor.

39. Links with pre-school groups are good and procedures to help children settle in are very good. As a result children make very good progress in **personal, social and emotional development** and very quickly become part of the school. Children learn to take turns and share, and understand the need for rules. They show good consideration for others and relationships are very good. Children are encouraged to talk about their feelings and express themselves. Joining in with Year 1 in religious education, circle time and assemblies makes a strong contribution to personal development.

40. In **communication, language and literacy** provision is very good. Children show good speaking and listening skills and are emerging as readers and writers. Higher attaining children can read well for their ages and are able to write simple sentences. Good teaching draws children into discussions, values all efforts at writing, and lays a good foundation for work in the National Curriculum in Year 1. The mixed age class is very well managed to ensure that reception children have plenty of regular contact with adults. During all structured play and work activities children are successfully involved in dialogue with staff. This helps to ensure that all children are fully involved and that oral communication skills are continually promoted.

41. Assessment is used well to identify children's needs and plan for improvements. Teaching assistants play a strong part in supporting all children but especially those with special educational needs.

42. **Mathematical development** is promoted very effectively through sorting, counting and matching. Most children can count up and down to fifty and are aware of more than and less than as the basics for addition and subtraction. Comparisons are encouraged through practical and play activities with children measuring and weighing. Standards are better than those usually expected at this age.

43. Children's **knowledge and understanding of the world** benefits from being with Year 1. Topic and science work successfully form the basis of activities in this area. For example, work on the seaside past and present helps children compare and begin to appreciate chronology. Science encourages children to observe and speculate, and to find

out. Hands on activities help children use their senses to explore materials. There is a good introduction to ICT with children showing good keyboard and mouse skills to operate simple programs, programming direction into a robot, and using the digital camera.

44. There are good links between children's **creative and physical development**. Using, drawing, painting and construction kits and equipment help children make good progress in fine manipulative skills. Cutting and gluing when making collages and models reinforce this. Role play in the seaside kiosk supports creative development as well as maths and communication activities. Provision is good. Children enjoy physical and outdoor play opportunities. They have a good awareness of space, show good consideration for other people and know what their bodies are capable of. Much improved outdoor facilities and resources such as climbing equipment and trikes and scooters have a positive effect on physical development. Provision is good.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve high standards at the end of Year 6 especially those who are more able.
- Teaching is good and frequently better.
- Reading is good throughout the school.
- Standards have been improved significantly since 2001.

#### **Commentary**

45. Pupils' performance in tests for eleven year olds was very much above average in 2004 and this has been sustained in 2005. Pupils achieve well and make very good progress from average points at the start of reception. Those with special needs make very good progress for their ability and experience, often approaching (and occasionally surpassing) what is expected for the age group.

46. Standards of seven year olds range from below to above average with strengths in speaking, listening and reading. Writing has been a target of the school and is now average at the end of Year 2 with strengths in handwriting, and the use of vocabulary.

47. Reading is good throughout the school with pupils responding well to lots of encouragement and much improved resources. A weakness evident in 2004 in boys' reading in Year 2 has been overcome with better provision of books with interest levels to attract boys. Pupils read with enthusiasm and use skills for research and enjoyment. Very good features are in: the organisation of designated times to read each day; the well managed system of book bags; and home school diaries to promote reading for pleasure. For example, Year 2 pupils read to an inspector demonstrating fluency and a good understanding of characters from their books which is usually associated with Years 5 and 6.

48. Pupils are confident speakers and are prepared to listen. From reception and Year 1 to Years 5 and 6 staff show that pupils' opinions matter. As a result pupils join in discussions freely and are not afraid to express themselves. Year 2 role play as Florence

Nightingale and the Prime Minister was a good example of pupils learning to see other people's points of view. Years 5 and 6 science and Years 3 and 4 religious education illustrate how pupils benefit from talking to response partners to develop their understanding.

49. Writing was recognised by the school as an area for improvement two years ago. Very good progress has been made in this area and standards have risen; for seven year olds to satisfactory with good features in creative writing (a noted weakness in 1999); and to well above average at the end of Year 6. Pupils are achieving well with four out five pupils reaching the nationally expected level or better, and four out of every ten the higher level 5. By the time they leave pupils are expressing themselves very well in well constructed sentences to suit the intended audience.

50. Teaching is good and pupils' work shows that it is frequently better. Work is well planned to match the needs of all ages and abilities in mixed age classes. Questioning is very good. All teachers had good lessons and all make good use of assessment to set targets for improvement and measure progress. This has a positive effect on pupils' progress and ensures very good value added to pupils' English skills. Good teaching and support for pupils with special needs help such pupils to make good improvement.

51. English is well led and managed and this means that there is good monitoring and evaluation of strengths and areas for development. Improvement since 1999 has been good with positives in planning, teaching and resources. The new library facilities are a real highlight and are having good effects on learning.

### **Language and literacy across the curriculum**

52. As outlined above language and literacy skills are well used in other subjects. In addition to the examples already mentioned good use is made of writing in geography and history work, and speaking, listening and reading support all curriculum areas.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in mathematics are good by the end of Year 2 and very good by the end of Year 6.
- Many pupils achieve very well, including some pupils with special educational needs.
- Teaching is good with some very good features.
- Leadership and management of mathematics are both good and the subject co-ordinator understands the strengths and weaknesses of the subject well.
- The use of homework from class to class is inconsistent and parents do not always understand why.

### **Commentary**

53. Standards of work seen in lessons and in the scrutiny of previously completed work by Year 2, show that pupils are working at the expected level with a significant minority working at a higher level. Although last year's National Curriculum test results showed pupils were not working at such a high level, this year's unvalidated results clearly suggest

an improvement with results (likely to be above average) confirming standards seen in classes.

54. Standards of work seen in Year 6 show that many pupils here are regularly working at a level higher than that expected of this age group, with almost all pupils reaching at least the expected level, including pupils with special educational needs. The unvalidated scores from this year's National Curriculum mathematics tests suggest that standards in the tests may be even a little higher. This could be accounted for by the well organised revision work which the school puts into effect in the weeks leading up to the tests.

55. One reason for the more recent success in mathematics is that teaching overall is good with some very good features. Teachers have good knowledge of the subject and can translate this into well planned lessons, which motivate and interest pupils. Teachers have high expectations of their pupils and provide them with challenging work. They manage behaviour very well and, as a result, no time is wasted and pupils get on well with their work showing very good attitudes and behaviour. In a very good lesson in the reception and Year 1 class, not only did pupils make good progress and achieve well in their work on time, but they had fun and thoroughly enjoyed the lesson.

56. At the previous inspection there was some concern about the higher attaining pupils and the progress they made. The school has now improved its planning, put more focus on its learning objectives, and provides challenging work for different abilities in each lesson. As a result all pupils make at least appropriate progress and achievement is nearly always at least good.

57. A strong and appropriate emphasis is placed on pupils' numeracy skills. The teaching of computational skills in the school has been very successful and pupils know and understand the processes involved. They are now being given more opportunities to put these skills into practice in problem solving. There is still a little way to go in providing pupils with more open-ended investigations where they can use their skills, knowledge and understanding even more.

58. The subject co-ordinator is effective, well informed and enthusiastic. She has had some opportunities to monitor teaching and learning and understands the strengths and weaknesses of the subject well. She realises that there is some parental concern about homework. There appears to be some inconsistency in how and when it is given. Thus whilst the school has addressed this issue from the last inspection, there still remains some uncertainty surrounding it.

### **Mathematics across the curriculum**

59. Pupils use their mathematical skills, knowledge and understanding satisfactorily across the curriculum. In science, pupils create graphs and charts during many of their investigations and are often required to measure using a range of instruments and scales. In some of the design and technology work on display it is clear that pupils have had to measure materials accurately as they design and make a range of items. The links to ICT are not as well developed as they might be although the school has made good progress since the last inspection.

### **SCIENCE**

Provision in science is **good** with some very good features. As a result pupils often achieve very well.

## **Main strengths and weaknesses**

- Teaching is good overall.
- Standards are very good by the end of Year 6, as shown in tests. They are good by the end of Year 2 as shown by teachers' assessments.
- Work on investigations, the subject of recent training and discussions, has improved a great deal and is now very good across the school.
- Pupils present their work well and show good, and sometimes very good, attitudes to the subject.
- The school grounds are used well in support of work in science.
- The subject co-ordinator is effective and acts as a very good role model for her colleagues.

## **Commentary**

60. Standards of work seen for pupils in Year 2 were above the expected level for pupils of this age. This shows a significant improvement in standards noted at the last inspection. By the end of Year 6, the results of the National Curriculum tests in 2004 showed pupils to be well above the national average for their age. The results of the most recent tests, which have not yet been validated, suggest a further improvement. These results would suggest pupils are now working at a level similar to that of the top five per cent of schools nationally. Whilst this is not completely borne out by classroom evidence, there is no doubt that improvements across the school have been significant. This indicates that almost all pupils achieve well in science, with a significant number achieving very well. Pupils with special educational needs achieve very well in science. Two such pupils reached standards above the nationally expected level, whilst a further two reached the national level in 2005.

61. Teaching observed was consistently good and as noted in the scrutiny of previously completed work. Successful teaching engaged pupils quickly in the work, kept good pace in the lesson, and allowed teachers to maintain very good discipline throughout.

62. Teachers planned their lessons carefully, provided a good range of resources, and where possible, made links with ICT. For example in a Years 3 and 4 lesson pupils were able to create an experiment to show how water travelled up the stem of a plant. Pupils then examined parts of the plant under a computer linked microscope. In a Year 2 lesson pupils created a board game to help them understand that whilst humans are often very similar, they do have facial variations, which they then observed and used in their games.

63. In a Years 5 and 6 lesson, in spite of poor weather conditions, the class teacher took advantage of the extensive outdoor classroom facilities. She moved part of the lesson to the stream area so that pupils could follow up class work by searching for signs of how animals and plants adapt to a stream habitat.

64. Pupils respond well and often very well to such lessons. They are keen to learn and are well motivated by the pace and interest level of the work. As a result they present their work well, are keen to respond to questions, and enjoy carrying out research especially using the Internet. This high level of participation has a very positive effect on pupils' achievement and the standards they reach.

65. The very good standards seen in investigational science is a great improvement on those noted at the last inspection when standards were said to be below average. The

effective and knowledgeable subject co-ordinator has, in a short period of time, helped improve standards. She has taught in more than one year group, has provided support for her colleagues with investigational science, and has a clear picture of the developmental needs of the subject. She appreciates that the current assessment arrangements could be improved and that the writing up of investigations and experiments could be slightly adjusted to improve continuity between the classes. She looks forward to being able to support her colleagues further by spending time in lessons with them in order to sustain improvements already made.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT in terms of resources is **good** and much improved. There was insufficient evidence to judge teaching, learning or pupils' progress.

### **Commentary**

66. Judged on limited evidence from observing pupils working on computers, discussions with pupils and staff, and a review of past work, standards are at least as good as the national expectations for Year 6 pupils. Potentially higher attaining pupils are doing better than this. No judgement was made on standards of pupils in Year 2.

67. There are good examples of Years 5 and 6 multimedia presentations and Years 3 and 4 were observed making very good use of the computer microscope to look at plant cells. Pupils clearly appreciate the part played by ICT in everyday life. For example Years 1 and 2 pupils are able to control a programmable robot and show they can run simple simulation programs. The school does not have a true picture of pupils' learning nor progress because there is no system of assessing pupils' work. This has negative effects on the potential for forward planning and makes it impossible to report to parents as required.

68. Good budgeting and management has ensured that resources are much improved in classrooms and, by virtue of the wireless networking of new laptops, ICT can now be taught as a discrete subject. The head as co-ordinator leads the subject well and is effectively supported by a technician employed by a local cluster of schools to troubleshoot hardware and support staff and groups of pupils.

### **Information and communication technology across the curriculum**

69. Presently the use of ICT is satisfactory with good features: for example in how word processing supports pupils' writing, and how graphs are produced for data handling in maths. The introduction of interactive whiteboards is having a positive effect on all subjects.

70. There is a need to ensure that, as required, how ICT is to be used and developed is featured in the planning of all subjects.

## **HUMANITIES**

### **GEOGRAPHY**

71. As it was not possible to see any geography lessons during the inspection, judgements on provision, standards and teaching could not be substantiated.

72. Work sampled in current geography books, together with planning and classroom displays, gives the clear impression that work is well planned and that the standard of work completed in Year 6 appears to be at least in line with expectations.

73. Topics on Southampton and on a mountain environment show that pupils are able to compare and contrast physical features. They compare Southampton with their own village. They note elements of human geography as they comment on land use, housing and transport routes. In their topic on the Andes, pupils search the Internet for information and put together a computer presentation using words, graphics, downloaded photographs and maps.

74. Planning covers all the requirements of the National Curriculum, but does not show clearly enough how the school plans to ensure that pupils gain geographical skills in a systematic way. The development of skills such as the use of geographical vocabulary, a range of mapping techniques, and the ability to draw conclusions from information, for example, cannot be clearly seen in planning.

75. Good cross-curricular links are made with outdoor and adventurous activities, as a number of pupils gain great fun and knowledge from taking part in simple orienteering activities. In this way they gain knowledge and understanding of maps, the use of a compass, and direction finding.

## **RELIGIOUS EDUCATION (RE)**

Overall provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Presentation of work in pupils' books is good.
- Pupils have some good opportunities to use their literacy skills in RE.
- Work in religious education gives good support to pupils' multicultural and spiritual development.
- Collective worship often supports pupils' understanding of issues brought up in religious education lessons.
- There are as yet no arrangements in place to assess the quality of pupils' knowledge and understanding.

### **Commentary**

76. Although only two lessons were seen during the inspection, work seen in pupils' books shows good coverage of a number of topics, with pupils' attitudes to their work being good. Pupils present their work well and sometimes carry out their own research in order to find out extra information. The standard of the work seen is in line with the expectations of the locally agreed syllabus.

77. The examples of work seen indicate that both teaching and learning are at least satisfactory. There are good opportunities for pupils to use their literacy skills in a number of topics. In Year 6, pupils write at some length about Divali and then of how Hindus view re-incarnation. They write, in a diary format, the events of Easter and manage to include a good deal of information. They re-tell the stories of Jonah and of David and Goliath.

78. Evidence from pupils' books clearly shows that the subject gives good support to pupils' spiritual development as pupils look at aspects of prayer and belief. At the same time

pupils' growing understanding of such issues is well supported by some of the acts of collective worship. This was noted particularly in an assembly taken by the vicar. He discussed the meaning of holy and how we might understand God's power. Pupils have good opportunities to present their own assemblies on a range of issues. Year 6 presented an assembly on The Creation, collating stories, readings, prayers and songs for the rest of the school.

79. Religious education gives good support to pupils' multicultural development. Pupils often get the opportunity to look at three other religions apart from Christianity as they pass through the school. They understand the beliefs of others, how they conduct their prayers, how they view their deities and some of the stories they use. This knowledge and understanding is set alongside pupils' knowledge of Christianity, and regularly pupils compare and contrast the various religions with their own.

80. The subject is satisfactorily led and managed, although there is currently no programme of formal assessment. The co-ordinator is aware of this and will soon be implementing a new locally agreed scheme of work. When this happens the introduction of an assessment programme would be a vital addition.

## **HISTORY**

As only one history lesson was seen during the inspection it is not possible to make secure judgements about provision, standards or the quality of teaching.

### **Main strengths and weaknesses**

- Each topic covered is well resourced with books and some artefacts.
- Pupils use their literacy skills well in many history topics.
- Some good links between subjects have been established, using history as the springboard.
- There is no assessment in the subject.

### **Commentary**

81. Previously completed work gives the strong suggestion that standards are in line with expectations, with some topics initiating good quality work, especially in Year 6.

82. Resources were weak at the time of the last inspection. A good deal of money has been spent on improving resources, and these are often added to as the topics are being repeated. Some use is now being made of the Internet as pupils are sometimes given opportunities to carry out research on their various topics. This was noted in a topic on Ancient Greece, for example, where pupils used search engines to give them information about Sparta and Athens.

83. Pupils have good opportunities to use their literacy skills. They write informatively about sailors' diets in Tudor times, and of the journeys of Francis Drake. They use numeracy skills as they create a Venn diagram when comparing their own houses with Tudor houses. They draw maps of the journeys of Drake and show which countries were still unknown at that stage, thus making good links to geography.

84. In two literacy lessons observed, history was used as a springboard for writing. In a reception and Year 1 lesson pupils wrote poems about the seaside; this being their history



topic. In another literacy lesson in Year 2, pupils took on the roles of Florence Nightingale and the Prime Minister as they discussed conditions in the Crimea.

85. Despite there being no assessment in the subject the leadership and management of the subject are both satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

86. Although few lessons could be observed in this curriculum area – one in art, none in design and technology (DT), one in music, and two in physical education (PE), it is clear that all required elements are taught. No overall judgements are made on standards, teaching, and learning but provision in each subject is at least satisfactory which is an improvement on the last inspection.

87. Evidence from staff records and pupils' work shows there are examples of good **art** used to illustrate other subjects as well as art used for its own sake. For example, good Year 2 work to make pupils' writing about the Great Fire of London look old are effective; Years 3 and 4 repeating patterns using stippling and stencils; and Years 5 and 6 experiments with contrast and tone very successfully represent moving figures. All required aspects of art are taught. Talking to pupils shows that they enjoy art lessons (and art club) especially working in three dimensions, and making use of colour. The subject is effectively led and managed by a co-ordinator who has a good idea of standards and coverage. An area for development is in assessing and recording how well individual pupils are doing against the expectations of the National Curriculum.

88. Provision in **design and technology** has been improved significantly since it was a weakness in 1999. It is now good. Better planning and resources now support the design, make, evaluate and modify process. There are good examples of pupils' DT. Years 5 and 6 slipper making, containers and paper bags show effective evaluation. Years 3 and 4 masks are well made and decorated. Throughout the school pupils' writing skills are used well (and developed) to explain and record what pupils have done and considered in DT. The subject is effectively led and managed. There is a good plan for improving provision. However, there is a need to develop assessment to show what pupils have achieved and to gauge progress.

89. There are strengths in **music** where a talented teacher has made a significant improvement; and in **physical education** where staff enthusiasm and commitment to participation in competitive sports with other schools gives obvious reasons for learning skills and tactics. Music provision is good. Planning is a combination of national guidelines and a commercial scheme and this gives good support to non specialist teachers. From limited evidence it appears that the school's judgement that standards are good is well founded, especially in singing. Twenty-three out of ninety-one pupils learning to play instruments is a success story. Teaching in the one lesson seen was very good. Instruments were well used, expectations were high and pupils made very good progress in composing and linking music to mood. Singing was good in whole school 'singing time'. Although in this small school staff know pupils well, the absence of any assessment in music means that pupils' personal progress is not recorded.

90. There is evidence that pupils are encouraged to be fit and healthy and that PE plays a good part in this. All required elements (including swimming) are covered appropriately. Extracurricular activities are very good and pupils have opportunities to be involved in adventurous activities, such as orienteering, in addition to more traditional sports and games. Success in winning the local netball and tag rugby tournaments is another

indication of how effective provision in PE is. The achievement of the FA Charter Mark for football is yet another example of success in PE. Once again the absence of assessment and ways to track pupils' performance make reporting to parents, reviewing provision, and setting targets, difficult.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

91. Provision in personal, social, health and citizenship education is good. The school provides appropriate education in sex and relationships, as well as drugs education. All classes make use of circle time as an occasion to discuss important topics such as bullying. Themes introduced in assemblies are further discussed in class groups. The importance of healthy living is stressed in science and through the school's emphasis on sensible eating habits. Its commitment to providing a wide range of sporting activities is particularly valuable. Classrooms have recycling bins, and pupils understand their different purposes. There is a First Aid Club for pupils after school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	2
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*