



St Mary's Broughton Gifford Voluntary Controlled Church of England Primary School

Inspection Report

Unique Reference Number 126308
LEA Wiltshire
Inspection number 293519
Inspection dates 5 July 2006 to 5 July 2006
Reporting inspector Derek Watts AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	The Street
School category	Voluntary controlled		Broughton Gifford
Age range of pupils	4 to 11		Melksham, Wiltshire SN12 8PR
Gender of pupils	Mixed	Telephone number	01225 782223
Number on roll	53	Fax number	01225 782223
Appropriate authority	The governing body	Chair of governors	Mrs Jenny Giles
Date of previous inspection	25 November 2002	Headteacher	Mrs Pat Rogers

Age group 4 to 11	Inspection dates 5 July 2006 - 5 July 2006	Inspection number 293519
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Mary's Broughton Gifford CE Primary is much smaller than most primary schools. The majority of pupils are from White British backgrounds. There are no pupils with English as an additional language. The proportion of pupils with learning difficulties and disabilities is broadly average. The proportion of pupils who join and leave the school other than at the normal starting and leaving times is greater than is usually found. Children enter the Reception with expected knowledge and skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

St Mary's Broughton Gifford provides a satisfactory quality of education. This judgement reflects the school's own evaluation of its effectiveness. Recently, the school has been showing clear signs of improvement, particularly in the provision and pupils' rate of progress in Years 3 to 6. The school provides satisfactory value for money. The school is well regarded by the parents and receives good support from them. Effective pastoral care and support is provided for pupils. These factors contribute to pupils' good personal development. Across the school, pupils show positive attitudes to learning. They enjoy school and behave well. Pupils have a good understanding of the importance of healthy lifestyles. Pupils' achievement is satisfactory overall but the rate of progress varies across the school. Children in Reception make satisfactory progress because of sound provision. Most are likely to reach the expected standards by the end of Reception. Pupils in Years 1 and 2 continue to make satisfactory progress. Pupils' progress in Years 3 to 6 is good. As a result, standards by the end of Year 6 have improved and are now above average in English, mathematics and science. A recent focus on developing pupils' writing and investigative skills has improved achievement in English and science. Teaching, learning and the curriculum are satisfactory overall. Teaching is good in Years 3 to 6 because pupils are challenged and work is well matched to their needs. Pace and challenge are not as high in Reception, Year 1 and Year 2. Clear assessment and target setting systems have been developed but these are not used consistently well across the school. Leadership and management are satisfactory and have been particularly successful in promoting pupils' personal development and raising achievement in Years 3 to 6. Recent improvements in assessment, teaching and learning and the raising of achievement in Years 3 to 6 indicate there is good capacity for further development.

What the school should do to improve further

- Improve the quality of teaching and learning in Reception, Year 1 and Year 2 in order to improve the rate of pupils' progress.
- Build on the work on assessment and target setting so that these are consistently good across the school.

Achievement and standards

Grade: 3

Overall, pupils' achievement is satisfactory. From a broadly average starting point, children make sound progress in Reception in all areas of learning. Most are on course to reach the goals expected by the end of Reception. In Years 1 and 2 pupils continue to make satisfactory progress. National test results for Year 6 in 2005 were broadly average in English and science and above average in mathematics. Given their prior attainment at the end of Year 2, these pupils made good progress in mathematics and satisfactory progress in English and science. The school has recently taken effective action to raise achievement in English and science. Assessment procedures have

improved, particularly in Years 5 and 6, and there has been a clear focus on developing pupils' writing and investigative skills. This has resulted in pupils now making good progress in English and science as well as mathematics. In the current Year 6, standards are above average in English, mathematics and science. The school sets appropriately challenging targets for English, mathematics and science. These are normally met and sometimes exceeded.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils describe school as 'brilliant' and they are enthusiastic about their learning. They say, 'teachers will always help you'. Attendance is satisfactory and the school works closely with those parents whose children do not attend as regularly as they should. Attitudes to learning are good overall but younger pupils sometimes lose concentration when they are expected to sit and listen for long periods of time. Behaviour in and around school is good because pupils respond well to the strong moral code. Pupils are generally polite and courteous and say that staff deal quickly with the rare incidents of bullying. Pupils' spiritual, moral, social and cultural development is good. In assembly, pupils sing well and reflect on issues such as the feelings of others. The mutual respect and trust shown by staff and pupils promote a strong community spirit. They confidently voice their opinions and ideas through the school council, resulting in improvements such as the refurbishment of the toilets. Pupils have a clear understanding of the importance of leading a healthy lifestyle and keeping safe. They respond well to the opportunities given to them to take responsibilities such as helping to organise assembly and distributing equipment to other pupils in the playground. They make a contribution to the local community through links with the village church and through collections for charities. Pupils are well prepared for the next stage of their education through the development of basic skills in literacy, numeracy and information and communication technology (ICT). Their ability to work with others is good.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Improvements in the quality in Years 3 to 6 have contributed to the recent raising of pupils' achievements in English and science. Pupils gain new knowledge and understanding from teachers' clear explanations and demonstrations. Relationships within the class are good and pupils are cooperative and keen to learn. In Years 3 to 6, teachers are enthusiastic and this motivates the pupils and maintains their interest. Effective questioning is used to challenge the pupils' thinking and check their understanding. Pupils respond well and express their ideas articulately. Tasks are well matched to pupils' attainment and needs so they are suitably challenged and are productive learners. Lessons in Reception and in Years 1 and 2 sometimes lack pace and expectations are not high enough. Tasks are not

sufficiently well matched to pupils' needs. These factors slow the rate of pupils' learning. The school has established clear assessment procedures but these are not consistently implemented in Years 3 and 4 due in part to teacher changes. In Years 5 and 6, teachers use assessment information well to plan suitably challenging work and to set individual learning targets for the pupils. There are some inconsistencies in the marking of pupils' work. Where this is good, marking is diagnostic and developmental. Comments say why a piece of work is good and guidance on how to improve is given. In some cases, marking is too superficial to be helpful.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. For Reception children, adequate attention is given to early literacy and numeracy skills but there are not enough opportunities to explore and investigate. In Years 1 and 2 a reasonable range of activities is planned but these are not always fully effective in meeting the needs of all pupils. In Years 3 to 6 recent improvements have contributed to pupils' good progress. A successful focus on writing skills has raised pupils' achievement. Pupils are provided with a wider range of opportunities to write for a range of purposes in different subjects. In science there is a strong emphasis on investigative work and pupils' scientific skills are well developed. Numeracy skills are applied effectively in other subjects, particularly science. The needs of children with learning difficulties and disabilities are recognised and met well. The whole school scheme for personal, social, health and citizenship education is effective in preparing pupils for healthy and safe living. The curriculum makes a good contribution to pupils' personal development. Good use is made of local resources. Visits to the local common and a nearby 'Victorian School' make learning in subjects such as science and history interesting and meaningful. A reasonable range of extra-curricular activities is provided and pupils particularly enjoy sporting competitions with other local schools. The residential visit for pupils in Years 5 and 6 is a real favourite because they are able to do rock climbing, archery and abseiling. As one pupil explained 'These were exciting and fun. I have never done them before'.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils' personal development and safety are good. Effective induction procedures and a welcoming atmosphere enable children in Reception and other new arrivals to settle quickly. Health, safety and child protection arrangements are robust. Individual pupils who need extra help are given good support. Good pastoral arrangements support pupils as they move through the school and when they transfer to secondary schools. The arrangements to promote good behavior lead to an orderly and safe community in which pupils feel secure. Academic support and guidance are satisfactory. Pupils' progress is assessed regularly and individual targets are set. However, there is variation in how well this is done.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. There are particular strengths in the attention given to the pastoral aspects of school life. This has ensured that pupils' personal development is promoted well through good care and guidance. More recently, there has been success in raising achievement in Years 3 to 6. The headteacher, with the support of staff, has successfully created a welcoming and positive atmosphere where all pupils are valued. The school has the confidence and support of its parents. It seeks their views and responds well to their concerns. The school has a sound view of its performance. Aspects such as pupils' personal development and teaching and learning are evaluated and reported on clearly. There are effective systems for monitoring teaching and learning and the headteacher has a clear overview of strengths and weaknesses in practice. Developmental feedback and support have led to improvements in the quality of teaching and learning in Years 3 to 6. The school is now well placed to improve provision and progress in Reception and Years 1 and 2. The governors are committed and supportive. Governors are well informed about the school's work and they ensure that statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. These things were particularly pleasing:

You clearly enjoy school and the extra activities, particularly the residential visit.

Pupils in Years 3 to 6 are making good progress in English, mathematics and science.

You sing well in assembly.

Your behaviour is good and you are friendly and polite.

You get on well with other pupils and adults.

Your headteacher and staff ensure that you are well cared for, supported and safe.

Your parents are pleased with the school and give it good support. There are things that we think could be improved:

In some lessons, you could be given more interesting and harder work so that you make better progress.

Teachers could sometimes give you more guidance on how to improve your work. Finally, thank you once again for all your help. We wish you all the best for the future. With kind regards
Derek Watts
Lead inspector