

# Broadwindsor Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	113777
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	311368
<b>Inspection date</b>	24 September 2008
<b>Reporting inspector</b>	Michael Barron

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	86
Government funded early education provision for children aged 3 to the end of the EYFS	9
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Poore
<b>Headteacher</b>	Nigel Arnold
<b>Date of previous school inspection</b>	4 July 2005
<b>Date of previous funded early education inspection</b>	4 July 2005
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Drimpton Road Broadwindsor Beaminster DT8 3QL
<b>Telephone number</b>	01308 868376
<b>Fax number</b>	01308 868376

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

How well pupils presently achieve, especially in regard to numeracy and literacy, with a focus on Year 2 and Year 6.

The quality of Early Years Foundation Stage provision.

The quality of pupils' personal development, especially regarding their appreciation of the multicultural nature of modern British society.

The inspectors gathered evidence from discussions with pupils, staff and representatives from the governing body, observations of teaching and of pupils at work and at play, scrutiny of school documentation and self-evaluation, samples of pupils' work and an analysis of parent questionnaires. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments of these areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average school set in a rural area of West Dorset. Most pupils, except those in the Early Years Foundation Stage (EYFS), are taught in mixed age group classes. Nearly all pupils are of White British heritage. The percentage of pupils with learning difficulties is lower than the national average. The school was in the top 100 performing schools in 2006 and has recently been awarded Healthy School Status and has also gained the Active Mark award. The school's accommodation has been extended and improved since the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has a welcoming and inclusive ethos and provides a good education for pupils, preparing them well for the next stage of their education.

It is well led and managed by an enthusiastic headteacher who provides clear vision and direction for the school. He works well with governors and staff to ensure that the school regularly analyses and evaluates its performance in order to identify and implement improvement procedures where needed. As a result, the school has made good progress since the previous inspection, for example in improving the use of assessment in subjects other than English, mathematics and science, and demonstrates a good capacity to improve in the future. Parents are proud of the school. 'We feel fortunate to have such a lovely school in our village', being typical of the positive comments in parents' questionnaire replies.

The quality of teaching is good overall. It is outstanding in the school's Reception class and ensures children in the EYFS make outstanding progress. Teaching is good through the rest of the school and serves the needs of all pupils well. It enables pupils to make good progress in all year groups, regardless of their individual abilities. By Year 6, standards are above average overall and pupils are on course to meet the challenging targets set for them in the national tests. However, standards in mathematics are lower than in English or science because pupils' problem solving skills are not as good as they could be.

Pupils really like school and this is reflected in their above average attendance rates and the pride they take in their work. They are keen to learn and have developed a very strong sense of community. Pupils describe their school as a friendly place where everyone gets on very well together, regardless of backgrounds or ages. They say they feel extremely safe and well looked after and know there is always someone to turn to if they have a problem. Older pupils talk enthusiastically about their role in looking after the younger children at playtimes. Pupils understand the importance of making sensible and healthy choices and older ones take delight in explaining why 'junk food' is bad for you.

The curriculum is broad and balanced and matches the needs of all pupils well. The school provides a wide range of popular extra-curricular clubs, including sporting activities, which help pupils to keep themselves fit. The quality of spiritual, moral, social and cultural development is outstanding and this is reflected in pupils' excellent behaviour, their very positive attitudes and their politeness. Pupils play an active role in the community and talk enthusiastically about the school's participation in local events. They are also aware of the importance of their involvement in fund raising for local and overseas charities, especially their role in raising money for a primary school in Kenya. A wide variety of visitors to the school and visits to places of interest, including residential trips which often include children from other schools, effectively build up pupils' knowledge of the wider world and allow them to develop a growing understanding of modern British society and how people from different cultural backgrounds than themselves live.

Teachers are enthusiastic and use a variety of approaches to make learning enjoyable to ensure pupils work hard and achieve well. Pupils say they look forward to lessons, especially when they involve practical activities, for example information and communication technology (ICT), and say that teachers are approachable and friendly. As one pupil put it, 'I like everything about school, especially the teachers.' However, on very rare occasions, teachers do not take full

advantage of pupils' enthusiasm for learning and miss opportunities to ensure they make even better progress.

The quality of academic care, guidance and support is good. Teachers work well with effective teaching assistants to ensure that pupils requiring extra help, especially those with learning difficulties, are very well supported and make the same good progress as other pupils. However, although the school has implemented good procedures to track pupils' progress and to set challenging targets for improvement, the quality of teachers' marking varies throughout the school and does not always give pupils a firm idea of how to improve their work.

The school provides an excellent level of pastoral care for pupils and this is the basis for their outstanding personal development and well-being. Parents are very positive in their appreciation of the caring way the school looks after their children and comment about the 'very supportive' environment the school provides for pupils. Very good induction and transfer arrangements help pupils settle quickly into new routines. Their health and well-being are securely safeguarded and child protection procedures meet current government requirements.

The governing body offers an effective level of support and challenge to the school and fulfils its statutory duties well. Governors play an active part in school life and have developed a good understanding of the school's strengths and those areas in need of development. Resources are good and are used well. Links with external agencies are good and used effectively to support learning, particularly for pupils with learning difficulties.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The words of one parent described the outstanding quality of provision in the school's EYFS. 'My boy can't wait to come to school. He really enjoys it in the Reception class and seems to have made such good progress already.'

Children enter the school's EYFS with average skill development. They make excellent progress in all areas of learning because outstanding teaching caters exceptionally well for the needs of all, regardless of their abilities. The EYFS class teacher is an outstanding leader and has ensured that her classroom is a colourful and vibrant place which provides a stimulating learning environment. Lessons make excellent use of role play and real life situations in order to capture children's imaginations and so add to their enjoyment of learning. They effectively blend opportunities for children to learn how to work independently as well as with adult direction. Recording of children's progress is very thorough and is used exceptionally well to plan future work. Staff work very effectively to ensure there is always a very strong emphasis on ensuring children's welfare at all times whilst building up children's skills in all areas of learning.

Progress in children's personal development and well-being is excellent and parents appreciate the care and support their children receive. Children happily share and take turns whilst joining in lesson activities with enthusiasm. Regular visits to interesting places within the local community are used very well to build up their understanding of the world in which they live. A further range of interesting indoor and outdoor activities helps to ensure that children are on course to at least exceed expectations in all areas of learning by the time they enter Year 1.

### **What the school should do to improve further**

- Raise achievement in mathematics by improving the ability of pupils to solve problems.

- Ensure that teachers' marking consistently provides pupils with effective guidance about how to improve their work.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

25 September 2008

Dear Pupils

Inspection of Broadwindsor Church of England Voluntary Controlled Primary School,  
Broadwindsor DT8 3QL

Thank you for welcoming us to your school. Everyone was so friendly and helpful and we soon both realised why you like your school so much. We enjoyed talking to you about what you like the most about school and seeing you all working so well in lessons. Your parents believe that this is a good school and we agree with them. Here are some of the things we particularly like about your school.

- We were very impressed with your Reception class. It really gives the children in it an outstanding start to their education.
- Your teachers try to make lessons interesting and this helps you to make good progress and reach above average standards.
- You really enjoy everything about your school.
- Your personal development is excellent. You all behave very well indeed and you are very friendly, caring and polite.
- Your headteacher, teachers and governors are all working hard to make sure that the school gets even better in future.

We believe your headteacher and teachers can make your school even better. This is what we have asked them to do.

- Help you to improve your problem solving skills so that you reach the same standards in mathematics as you do in other subjects.
- Make sure teachers' marking always shows you how to improve your work.

You can help your school by continuing to work hard.

We wish you the very best for the future.

Yours sincerely

Michael Barron Lead inspector