

Broad Chalke CofE Primary School

Inspection report

Unique Reference Number	126435
Local Authority	Wiltshire
Inspection number	315545
Inspection dates	25–26 November 2008
Reporting inspector	John Carnaghan

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	174
Government funded early education provision for children aged 3 to the end of the EYFS	28
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Michael Gibb
Headteacher	Margaret Pearson
Date of previous school inspection	24 January 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Newtown Broad Chalke Salisbury SP5 5DS
Telephone number	01722 780212
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Broad Chalke School is smaller than average. The proportion of pupils with learning difficulties and/or disabilities is below average. Most of these pupils have moderate learning difficulties. Almost all pupils are White British and speak English as their first language. Children start at the school in the Early Years Foundation Stage (EYFS), which comprises one Reception class. The school became an age 4 to 11 primary school in 2005, moving into its new building in 2007. The school holds Artsmark, Healthy Schools, Eco-School, FA Charter and Investors in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Broad Chalke Church of England Primary School provides a satisfactory education. Pupils' personal development is a particular strength. Pupils enjoy school, are exceptionally well behaved and have a very strong awareness of how to live healthy lives. They appreciate the work of their teachers, one saying, 'Teachers won't leave you stuck, they will help you.' Parents are almost universally supportive of the school. They praise the caring atmosphere and how well the school helps new pupils settle in. A typical comment was, 'The school works hard to achieve self-confidence and emotional well-being in children.'

Satisfactory teaching means that pupils' achievement, including that of pupils with moderate learning difficulties, is also satisfactory. Children make a good start at school because the EYFS provides well for their needs. Overall standards at the end of Year 6 have risen over the last three years and are now broadly average. However, achievement in English and science has consistently been better than in mathematics, and the school has been slow to identify where the problems lie and resolve them. Pupils try hard in their work and this makes a good contribution to their progress, but although teaching is sometimes good, a number of lessons lack the challenge and pace needed to promote high achievement for all ability groups.

The good curriculum has particular strengths in information and communication technology (ICT), the arts and sports. Pupils appreciate the wide variety of school clubs and teams. The school provides satisfactory care, guidance and support. Pupils are happy that adults listen and act, should they have concerns. All requirements to ensure pupils' safety are met. However, pupils do not receive regular clear information how to improve their work and this slows their progress. Weaknesses in assessment mean that the school does not always intervene quickly enough to help those slipping behind, and is unsure of the effectiveness of the support it does offer.

Leadership and management are satisfactory. The school runs well and uses ICT effectively to help administration. Outstanding accommodation provides a pleasant learning environment. However, the school's self-evaluation is overgenerous because it does not place enough importance on pupils' achievement. The headteacher and governors monitor regularly, but middle managers' monitoring is irregular and lacks rigour. As a result, weaknesses in teaching and in pupils' progress are not picked up and resolved sufficiently quickly to ensure that teaching and achievement are consistently good. In spite of these weaknesses, the school has improved since its last inspection and has the capacity to improve further in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle quickly into school because staff know them well, through links with home and pre-school groups. Staff have high expectations of children's behaviour. This helps them develop good personal and social skills and they play happily together and concentrate well. Children join the Reception class with skills that are similar to those expected for their age. Most make good progress and they leave the EYFS with above average standards.

The EYFS leader has a good awareness of children's needs and the next steps in their learning, carefully observing and recording their achievements and paying good attention to their welfare. The outdoor area is used effectively to promote learning. However, the role of staff as key workers working with small groups is not yet fully developed.

Leadership and management are good. The curriculum is planned well to provide the correct balance between child-initiated and adult-led activities. Themes are chosen to interest all children. For example, encouraging discussion about vehicles led to reluctant writers enthusiastically writing captions for their pictures of cars.

What the school should do to improve further

- Raise standards and achievement in mathematics in Key Stage 2.
- Empower middle managers to make a fuller contribution to the leadership of the school, particularly through improved monitoring.
- Improve the assessment and tracking of pupils' progress to help teaching focus more clearly on raising achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children in the EYFS benefit from the well organised, supportive environment, and enter Year 1 well prepared for the next stage in their education.

Pupils' standards at the end of Years 2 and 6 have improved over the last three years. In Year 2, they were above average in 2008, although their higher starting points mean that these pupils' achievement was satisfactory. Year 6 standards were broadly average in 2007. Unvalidated 2008 results indicate improvements, particularly in English, but results in mathematics have lagged behind those in English and science for the last three years. This is because investigations into lower mathematics standards have not been sufficiently rigorous, so actions taken have not been effective enough. Given their starting points, pupils' achievement, including that of pupils with moderate learning difficulties, is satisfactory.

Personal development and well-being

Grade: 2

Pupils grow in confidence and self-esteem at school and develop into mature, articulate young citizens. Their behaviour in lessons and around the school is exemplary. They have excellent relationships with adults and enjoy working and playing together. Pupils' spiritual, moral, social and cultural development is good. Their moral and social skills are particularly strong. However, their knowledge of other British cultures is less well developed.

Pupils love school, as demonstrated by their good attendance. They are positive about work, eagerly answering questions and enjoying their work. Pupils' sound basic skills in numeracy, literacy and ICT and good teamwork help to prepare them for the world of work.

Pupils have an excellent understanding of how to live healthily. They drink plenty of water, exercise regularly and enjoy healthy eating. They feel safe and know how to keep themselves safe. They say that when they fall out, they can turn to teachers who sort things out. They make a positive contribution to the community, for example through the eco-council. The school council provides an effective pupils' voice.

Quality of provision

Teaching and learning

Grade: 3

While there are some strengths in teaching and learning, provision is inconsistent and sometimes does not focus enough on achievement. This is because monitoring is not rigorous enough to identify and disseminate good practice.

Classrooms are pleasant, positive environments for learning. Teachers are kind and pupils are very keen to learn, behaving outstandingly well. They work together enthusiastically. These strengths promote learning and help to compensate when teaching is less effective. Teaching is often challenging, energetic and brisk and maintains a strong focus on learning objectives. However, some lessons are less engaging because the planned activities are either too long or they do not provide the right level of challenge for all pupils. As a result, those who struggle require support from teaching assistants, while the more able may not be sufficiently stretched, impeding their progress. Teaching assistants' activities are under planned, particularly during whole-class teaching.

Pupils' progress is formally assessed and recorded, twice yearly. This is too infrequent to provide immediate information about progress, and as a result interventions are not always prompt or effective.

Curriculum and other activities

Grade: 2

The curriculum has numerous strengths, in particular, in the way that it broadens opportunities for pupils. Provision for ICT has improved, helping to raise standards. There are very good opportunities for pupils in the arts and many enjoy playing musical instruments. Good planning of work to ease pupils' transition from Year 6 into Year 7 helps to make moving into secondary education less daunting.

The school offers a wide range of sports. School teams have been very successful, both locally and nationally. There are a number of other clubs and societies and participation rates are high. A good range of visits and visitors enrich pupils' experiences. Some lessons make interesting links between subjects and the school plans to revise the curriculum to extend such opportunities to further enhance pupils' learning.

Care, guidance and support

Grade: 3

Pastoral care lies at the heart of the school's ethos and staff show strong commitment to children's welfare. The most vulnerable pupils receive good support, and the school works closely with outside agencies to help this group. Procedures for health and safety, including those specifically aimed at safeguarding pupils, are thorough and meet requirements.

When pupils fall behind, support programmes are initiated. However, the school recognises that it does not sufficiently measure the effectiveness of these interventions. Improvements are at an early stage of development although this has yet to impact on raising achievement for pupils with learning difficulties and/or disabilities .

Academic guidance is satisfactory. Marking is encouraging and some teachers set targets to help pupils improve their work. However, the guidance provided in lessons and through setting targets is inconsistent and does not always promote high achievement.

Leadership and management

Grade: 3

The headteacher and staff share common values and strive to ensure that pupils are nurtured as they grow. The school is well managed and runs smoothly on a day-to-day basis. Excellent, modern accommodation provides a pleasant, efficient environment in which to work and learn. The school uses the computer network well. For example, all staff have easy access to assessment data and lesson plans. There are good partnerships with local primary and secondary schools and, further afield, two universities. There are close links with the local community but few with schools and institutions in different British environments. Community cohesion is satisfactory.

Governors strongly support the school and monitor its work systematically. In drawing up priorities for the future, staff, governors, parents and other stakeholders are fully consulted. This collaboration leads to thorough improvement planning which addresses a number of the key issues facing the school. School self-evaluation is satisfactory. Most classroom observations are undertaken by the headteacher. This means that middle managers have imperfect knowledge of the school, so cannot contribute fully to leadership and management. They have limited time out of the classroom to discharge their responsibilities. As a result, the school does not focus sufficiently on raising achievement, and although standards overall have risen, achievement in mathematics has been a relative but consistent weakness in recent years.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

27 November 2008

Dear Pupils

Inspection of Broad Chalke Church of England Primary School, Broad Chalke, SM5 5DS

Thank you for the nice welcome you gave to the inspectors when we recently visited the school. It was good to talk to such mature and exceptionally well behaved pupils.

The school is satisfactory. That means it has a number of strengths and some areas to improve. The strengths are that your personal development is good. You are very knowledgeable about what it means to grow up healthily and you get on very well with one another. The curriculum (that is, the subjects and topics you study) is also good, giving you lots of chances to take part in sport and the arts. The youngest children get a good start in Reception because it is run and managed well.

Children start and leave school with about average standards and your achievement is satisfactory. However, standards in mathematics are lower than in other subjects. Teaching and learning are satisfactory. You do your bit by being so keen to learn. Lessons can be lively and interesting but can be a bit slow-moving and do not help all of you to achieve to the full. Marking and target-setting do not always give you good advice. The way you are cared for is good but the guidance and support you get are only satisfactory, mainly because teachers do not always take into account your progress when help is planned. Leadership and management are satisfactory. Teachers and governors work hard to give you a pleasant place to learn and your school is in a lovely building. School life runs smoothly but some teachers need more time to do their jobs fully and improve teaching and achievement. I have asked the school to concentrate on three important areas:

- Raise mathematics standards, especially in Years 3 to 6. You can help by working even harder in mathematics lessons.
- Give teachers with subject responsibilities more time to improve standards in their areas.
- Gather more information on how pupils are getting on, and use it to raise your achievement more rapidly.

Once again, thanks for all your help. It was great meeting you. With all good wishes Yours faithfully

John Carnaghan Lead inspector