

Broadhempston Village Primary School

Inspection report

Unique Reference Number	113191
Local Authority	Devon
Inspection number	325770
Inspection date	24 March 2009
Reporting inspector	Grahame Sherfield HMI

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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	63
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Lot Sutcliffe
Headteacher	Roger Clarke
Date of previous school inspection	10 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Broadhempston Totnes TQ9 6BL
Telephone number	01803 812689

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the progress pupils are making, particularly in the Early Years Foundation Stage and in Years 2 and 6
- improvements in the curriculum since the last inspection
- how the school contributes to community cohesion in Britain and globally
- the effectiveness of leadership at all levels in the school.

Evidence was gathered from observing lessons, scrutinising pupils' work and teachers' planning, discussions with pupils and staff and analysing the views of parents and the school's documentation. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Broadhempston is a small school that serves this rural village and the surrounding area. The proportions of pupils eligible for free school meals and of those with learning difficulties and/or disabilities are below average. Pupils with moderate learning difficulties form the largest group with additional needs. The school has an average proportion of pupils with a statement of special educational needs. Most pupils are White British and all speak English as their first language. Provision for the Early Years Foundation Stage is made within a class which also includes pupils in Years 1 and 2.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadhempston is a good school where pupils very much enjoy their learning and flourish in the outstandingly warm and caring community that has been created by the headteacher and his staff. The large majority of parents and carers are strongly supportive of the school. One praised 'the range of activities provided for the children, including music, theatre and sport' while another reported being 'very happy with the care and support' her children receive at the school. The inspection evidence fully supports these views.

Pupils make good progress in Years 3 to 6, particularly in English and mathematics. Although there can be some variation from year to year because of the small number in each year group, standards in English, mathematics and science were above average in 2008 and teachers' assessments indicate that pupils are on track to reach similar standards in 2009. Pupils benefit from the school's deployment of staff to teach to their strengths. For example, in the class for Year 5 and Year 6 pupils, one member of staff teaches mathematics and another teaches English. Progress overall has been slower in Years 1 and 2, partly due to the legacy of past staffing difficulties, but evidence shows that it is now accelerating. Pupils in Year 2 reached standards which were broadly average in reading, writing and mathematics in 2008 and the school's data show that pupils are on track to achieve above average standards by the end of Year 2 this year.

There are good systems for checking pupils' progress as they move through the school. Any pupils at risk of not doing as well as they should are identified at an early stage so that additional support or challenge can be provided. The school has worked with some success to raise standards in writing in all year groups and is rightly maintaining its efforts, focusing on ways of supporting pupils in generating ideas and planning how to build on these to create high quality writing. The good teaching makes an important contribution to pupils' good progress in their learning. Typically, teachers plan engaging sequences of activities well and take into account pupils' differing levels of attainment. As a result, pupils' attitudes to their learning are positive and they apply themselves well. Support staff make a valuable contribution to pupils' progress. In some teaching observed, questions for pupils were too easy and opportunities were missed to extend their thinking.

All pupils benefit from the well-planned and regularly reviewed curriculum. A good balance has been developed between opportunities for the whole school to focus in depth on a theme for a short period and the day-to-day teaching of English and mathematics. Basic skills in literacy, numeracy and information and communication technology are developed well but the curriculum does not offer sufficient opportunities to equip pupils with an understanding of the multicultural nature of life in many parts of Britain. Pupils enjoy the very good range of visits and extra-curricular activities, including a residential visit in the summer term for Years 4, 5 and 6, and these have a very positive impact on their outstanding personal development. They have an excellent understanding of the importance of exercise and eating healthy foods. Pupils feel very safe and are confident that, in the highly unlikely event of any occurring, bullying will be swiftly resolved by the teachers. Year 6 pupils value the responsibilities they are given to contribute to the day-to-day running of the school, including the way in which they train Year 5 pupils to take on these roles in the following year. Year 5 and Year 6 pupils believe that their ideas are sought and listened to by the headteacher and the staff. Behaviour is excellent. Pupils conduct themselves very well in the often confined spaces around the school and are very caring and concerned to help others when needed.

Staff at all levels place pupils' well-being at the heart of their work within this exceptionally caring community. Those with learning difficulties and/or disabilities are supported well and the school works closely with parents and outside agencies to ensure that these pupils make good progress. Pupils are well supported in making progress in their work and benefit greatly from individual discussions with their teachers about their strengths and areas for improvement. Arrangements for safeguarding and for health and safety meet requirements fully. A small minority of parents raised concerns through the Ofsted questionnaire about how the school seeks their views and takes account of them. Inspection evidence indicates that information provided for parents is good and there is a suitable range of ways for parents to contribute their views.

The headteacher is very strongly committed to the development of the school and its pupils. He provides the well-organised governing body with good information about the school's progress, enabling it to discharge its responsibilities well. In partnership with the governors and the staff, the headteacher has developed a detailed plan which guides the school's further improvement effectively. This is underpinned by good self-evaluation where the headteacher and the staff work very well together as a close-knit team and results in clear and appropriate priorities for the future. There is a remarkable sense of collective responsibility for the development of the school and a determination to make the most of the sometimes limited space available. Good use is made of partnerships with outside organisations to enhance provision, such as with a local university to meet the needs of some higher attaining pupils in mathematics. The school has a good record in improving standards and the capacity to improve further is good.

The school makes a satisfactory contribution to community cohesion overall. It is very successful in engaging its pupils and in building links with the local community. The school recognises that its links with other countries are at an early stage and that it is less effective in developing understanding of the wider community in Britain.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is led and managed well and staff work together closely as an effective team. As a result, children make good progress in relation to their starting points which vary considerably but have been broadly at expected levels in the last two years. Almost all reach the goals set out nationally by the end of the Reception Year and many exceed these.

A good range of formal and informal approaches to assessing children's progress ensures that activities are well planned to address their needs and interests. Children get on well together in lessons and at other times within a caring and safe environment. They have good relationships with the adults and engage enthusiastically in the activities provided, working well individually and in small groups. When the cover for the outside space is completed, staff will have a good opportunity to improve the range of activities further. Currently, there are too few opportunities for children to make choices and initiate their own learning.

Relationships with parents are good and arrangements for children starting in Reception are excellent. Home visits to all children help to ensure that they get the best possible start. The Early Years Foundation Stage leader works well with other local schools and the local authority adviser to help her to improve provision further.

What the school should do to improve further

- Improve the range of opportunities for children in the Early Years Foundation Stage to choose activities for themselves and use resources independently in their own learning.
- Improve the opportunities provided for pupils to develop a broader understanding of Britain as a diverse and multicultural society and of aspects of the global community.

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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?	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

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?	2
The standards ¹ 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

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?	1
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	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

How effective are teaching and learning in meeting the full range of learners' needs?	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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

25 March 2009

Dear Pupils

Inspection of Broadhempston Village Primary School, Broadhempston, TQ9 6BL

Thank you for your involvement in the recent inspection of your school, particularly for the friendly and open way in which you talked to us in discussions, in lessons and around the school. We enjoyed visiting your school very much.

You go to a good school and you are rightly proud of it. It has some important strengths.

- Your behaviour and your enjoyment of learning are excellent.
- The care, guidance and support that the school provides for you are outstanding.
- You make good progress in your work, supported by good teaching and a good curriculum.
- The provision for the children in Reception is good.
- The leadership and management of the headteacher, the governors and other staff are good.

We have asked the school to improve two aspects.

- Children in the Reception class have too few chances to choose activities and resources for themselves from those that are provided for them. We have asked the school to make sure that children have these opportunities.
- Life in some other parts of Britain is very different from Broadhempston and we have asked the school to ensure that you have opportunities to develop your understanding of life in areas where there are several different cultures. We have also asked that you have more chances to find out about the global community. You can help by showing your usual interest in your work when these aspects are explored.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours faithfully

Grahame Sherfield Her Majesty's Inspector