

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

Unique Reference Number	126308
Local Authority	Wiltshire
Inspection number	328481
Inspection dates	30 June –1 July 2009
Reporting inspector	David Townsend 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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	53
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	Nicola Meredith
Headteacher	Pat Rogers
Date of previous school inspection	5 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Street Broughton Gifford Melksham SN12 8PR
Telephone number	01225 782223
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

St Mary's Broughton Gifford is much smaller than most primary schools. There are no pupils known to be eligible for free school meals. The proportion of pupils from minority ethnic groups is below average. Most, if not all, pupils speak English as their first language. The percentage of pupils with learning difficulties and/or disabilities is similar to that seen nationally. When they enter the Reception Year, children typically have the knowledge and skills expected for their age except in their language and communication, where levels are below those typically seen.

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, cherished by parents and the local community. Good improvements have been made since the last inspection. Good teaching, strong pastoral care and enhanced academic guidance, alongside closer tracking of each pupil's progress, mean that pupils achieve well in their studies and develop into mature and confident citizens of the future.

Parents are overwhelmingly supportive of the school and rate it as an exceptionally caring school that pupils love. One parent summed up the perspective of many when reporting that the 'best way to get my child to go to sleep at night is to tell him school is in the morning and he cannot wait and jumps into bed!' Children are very thoughtful towards their peers and enjoy each other's company. Their personal development and well-being are outstanding. Pastoral care in school is excellent. The approaches taken to guiding pupils academically are very effective and are tailored closely to pupils' ages and needs.

Achievement has improved since the last inspection and is now good. Standards at the end of Year 2 are above national averages, although fewer pupils reach Level 3 in literacy and boys' reading scores were lower last year than those for girls. Standards in Key Stage 2 fluctuate from year to year due to small class sizes. In 2008, they were well above average but in 2009, although standards were above average overall, attainment in writing was average. Some pupils, especially boys, had not had a sufficient grounding in phonics skills earlier in their time at school. The school's strategy for helping them write more confidently is beginning to bear fruit but has not yet had a marked impact on standards. Pupils with learning difficulties and/or disabilities are carefully identified, offered tailored programmes of support and their progress is well monitored. Improvements made to the way pupils' work is assessed and marked and to systems for tracking their progress have helped teachers tailor learning to each individual's needs. Teaching is consistently good. Pupils appreciate the individual support they receive and the fact that lessons are fun. Teachers use their subject knowledge well to challenge pupils and they respond with very good attitudes to learning. The good curriculum is broad and balanced, and helps pupils identify the links in their learning between subjects. A range of effective measures is in place to promote good attendance, although current attendance is average; in a small school, absence due to illness can have a disproportionate effect on the figures. The well regarded headteacher has tirelessly sought to support her new teachers in developing their own practice and to involve all her staff team in developing shared responsibility for ensuring pupils make good progress over time. She is supported well by other responsibility holders, but in some cases their evaluative role is under-developed and their analysis lacks rigour. Nonetheless, the track record evident in raising standards and the quality of provision since the last inspection shows that the school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Early Years Foundation Stage. They are well nurtured and cared for and relationships with parents are very positive. Children's personal development and well-being are outstanding. They show curiosity, patience, concentration and empathy towards each other. Although they are taught alongside Year 1 pupils, they are given sufficient opportunities to learn through child-initiated play at their own level. They are provided with an attractive and well organised classroom environment that enables them to access stimulating activities in each area of learning and to develop their independence. The school recognises

that the outside area, while of sufficient size and in regular use, lacks shelter and cannot be used freely as an extension of the classroom. A wide range of assessment approaches are used to establish what children know and can do and these are utilised well to inform planning for the next steps in their learning. From their typically average starting points, children make good and sometimes very good progress in all areas of learning. By the end of the year, they are typically working at levels above national expectations except in writing, in which their starting points were lower. In this area, standards by the time they enter Year 1 are average. Their awareness of early mathematical concepts and their emerging skills in this area are particularly strong. Leadership and management are good. Very close links are established with the pre-school and transition for children moving into Year 1 is effective.

What the school should do to improve further

- Ensure that the recent improvements in boys' progress in reading and writing are consolidated, and reflected in higher standards.
- Improve the outside area for children in the Early Years Foundation Stage.
- Develop the role of all staff with leadership responsibilities in carrying out comprehensive and rigorous evaluations of the school's work.

Achievement and standards

Grade: 2

Achievement has improved markedly since the last inspection and is now good because the quality of teaching and learning has been raised. This has led to an improvement in standards by the end of Year 2, with scores in reading, writing and numeracy now above average. Although the trend is rising again, fewer pupils reach the higher Level 3 over time in reading and writing. Although pupils make good progress overall in Years 1 and 2, this picture masks the fact that girls achieved more strongly than boys in reading.

National test results in 2008 were well above average in English and mathematics, with around half of the pupils reaching the higher Level 5, while all reached the higher level in science. However, in 2009, although attainment continues to be above average overall, standards in writing are average. The current Year 6 comprises a large proportion of boys, half of whom present with learning difficulties, principally language delay. These pupils did not get a sufficient grounding in their basic writing skills earlier in their time at school and have had a lot of lost ground to catch up. They have made good progress in the last year. Teachers now place considerable emphasis on pupils' speaking and listening to help them rehearse what they wish to write. They also make greater use of strategies to engage boys in their writing, such as role play and the use of video excerpts from key texts to help them plan and draft their ideas. This, along with the fact that teachers have sharpened their use of assessments to help target interventions for those needing particular help with dyslexia, has ensured all pupils now make consistently good progress with their writing.

Personal development and well-being

Grade: 1

Parents and pupils alike confirm that pupils very much enjoy coming to school. It is clear that pupils like and respect their teachers and that these feelings are reciprocated. Pupils feel very safe, free from bullying and clear about who to turn to if they have a problem. They have been fully involved in developing the school's behaviour systems. Their conduct in lessons and around the school is outstanding. A very caring ethos is in evidence, with older pupils very sensitive

to the needs of younger ones. They all readily contribute to the life of the school and local community, for example taking on responsibilities in class and leading on ecology projects locally.

Pupils are adopting healthy lifestyles very readily. They enthusiastically join in physical education, including an hour of swimming a week, and are highly active at break-times. They readily partake of healthy snacks. They eat a balanced diet and have a good understanding of potential risks to their health. Their spiritual, moral, social and cultural development is excellent. Assemblies involve all the pupils and are celebratory, giving pupils very good opportunities to marvel at and reflect upon the awe and wonder of our world. Pupils are developing a keen awareness of the beliefs and traditions of others and an understanding of their own heritage. Their appreciation of cultural diversity has been enhanced by a guided visit to a mosque and links established with schools in France and Nepal.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan well and explain the purposes of each lesson very clearly. They make sure the main part of the lesson has challenge for pupils of different abilities within mixed-age classes. Teachers use their good subject knowledge to ask more searching questions of pupils, introduce technical language and offer stimulating learning activities which pupils enjoy. Relationships between the teaching team and their pupils are very good. Those who require individual support during lessons receive very good help from teaching assistants. Classroom environments are very attractive and feature many displays that help scaffold pupils' learning. However, sometimes the pace of learning drops because whole-class sections of lessons are too teacher-led and this limits the potential for more pupils to take a full lead in their own learning.

Curriculum and other activities

Grade: 2

Teachers' weekly planning consistently ensures that pupils are given stimulating learning opportunities in basic skills that are well matched to their ages and abilities. There was clear evidence seen during the inspection of pupils across classes gaining regular access to computers for their own individual learning. The school has established cross-curricular links between subjects and teachers are now starting to plan more effectively for pupils' progression in learning. There is a clear focus on developing pupils' cultural and personal development. A good emphasis is placed, for example, upon looking at life for people from different backgrounds and eras and upon inculcating in pupils the personal qualities they need for later life success. Physical education, music and art have a high profile within the timetabled week and in terms of the numerous extra-curricular clubs. These and the many enrichment activities on offer are enthusiastically attended and received by pupils of all ages.

Care, guidance and support

Grade: 1

The highly committed staff provide an excellent quality of pastoral care for the pupils. Parents hold the school's supportive, family atmosphere in high regard. As a result, pupils flourish and develop into confident, considerate young citizens. Safeguarding arrangements are secure. Pupils are well supervised in and around school. The school works very effectively with outside

agencies to promote the care of more vulnerable pupils. Support for pupils' academic guidance is very effective. Teachers regularly mark pupils' work and give them constructive advice on how to improve further, usually linked to the learning targets that have been set with individuals. Younger pupils are asked to assess for themselves how well they understand new learning in lessons, and as they get older, are encouraged to assess their own written work against their personal targets.

Leadership and management

Grade: 2

The headteacher and her team are rightly held in high regard by parents and pupils alike for the commitment they show to the families in this closely-knit school community. In recent years, the headteacher has resolutely worked to rebuild her teaching team after a time of change and to work on developing the quality of teaching, which is now good. This improvement, coupled with a greater emphasis on shared accountability by all staff for tracking and securing pupils' academic progress, has helped the school raise standards for pupils in all classes. She is supported well by other responsibility holders but the school recognises that, at this stage in its development, their roles and responsibilities are not fully developed. There is a good commitment to equality in all that the school is about. The school promotes cohesion well through its strong links within the locality and its international focus through the curriculum. Governors challenge and support the school well. With some governors new to their posts, they are rightly attending to the provision of training and induction to support their roles.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	1
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	1
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	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	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

2 July 2009

Dear Pupils

Inspection of St Mary's Broughton Gifford VC Church of England Primary School, Melksham
SN12 8PR

Thank you for welcoming me when I visited your school this week. You gave me some very helpful information when I talked to you. Your school is good. You are making good progress and standards are rising. However, I have asked the school to make sure that boys do as well as girls with their reading and writing.

I found some aspects of your school to be outstanding. The excellent care and support all the adults offer each one of you are helping you become more confident. You really enjoy school, have a very good attitude to learning and are very thoughtful towards each other. Indeed, your behaviour is outstanding.

I agree with you that there is much to enjoy about the wider curriculum, especially the physical activities you take part in, such as tag-rugby, dance and swimming. You are also developing an excellent understanding of social and moral matters through, for example, the wide range of visitors who lead assemblies and talk to you about their lives. I also agree with you that teaching is good. Your lessons are always interesting and the adults explain things very well for you. The youngest children get a good start in Class 3. I have asked the school to look at how the outdoor area could be developed to enable the children to use it more often and in all weathers!

Your school is led and managed well. The headteacher and staff have an effective system in place now to check on how well you are making progress and to set targets with you to help improve your work. I have asked that more time is given for all adults with leadership roles to carry out careful checks on how well the school is doing.

I wish you all every success in the future. It was a pleasure to meet you.

Yours faithfully

David Townsend

Her Majesty's Inspector