



Broadhempston Village Primary School

Inspection Report

Unique Reference Number 113191
LEA Devon
Inspection number 279114
Inspection dates 10 November 2005 to 10 November 2005
Reporting inspector Diane Wilkinson RISP

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

Type of school	Primary	School address	Broadhempston
School category	Community		Totnes
Age range of pupils	4 to 11		Devon TQ9 6BL
Gender of pupils	Mixed	Telephone number	01803 812689
Number on roll	60	Fax number	01803 812689
Appropriate authority	The governing body	Chair of governors	Mr Lot Sutcliffe
Date of previous inspection	20 March 2000	Headteacher	Mr Roger Clarke

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Introduction

The inspection was carried out by two additional inspectors

Description of the school

Broadhempston is a small, rural primary school with three mixed-age classes. Nearly all pupils are from a White British background and speak English as a first language. Children start school with skills and knowledge that are around average. The proportion of pupils with learning difficulties and disabilities is average. The school is over subscribed. It holds the Basic Skills and Healthy Skills Awards.

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 with significant strengths in some areas of its work. In particular, the excellent ethos for learning is appreciated by pupils and their parents. Pupils are fully included in all aspects of the school's work and are happy and particularly well cared for. This, together with their excellent attitudes to school, helps them to do well. Pupils' personal development is outstanding. As a result, they are mature, friendly, considerate and helpful and take responsibility for their own learning.

The commitment to the care, support and guidance of pupils is excellent. Pupils' health, safety and well-being are of paramount importance and the school holds the Healthy Schools Award. Very good quality assessment and record keeping ensure that pupils' progress is monitored especially well and they are given very good support and guidance on how to improve. The rich and interesting curriculum and consistently good teaching help pupils of all ages and ability, including those of reception age, to make good progress overall and very good progress in science. Pupils make good progress in mathematics and English, although progress in writing is satisfactory and not as good as in other aspects of English.

Leadership and management are good and the headteacher provides exceptionally clear direction and support for school development. The school's self-evaluation clearly identifies areas of strength and weakness and is effective in moving the school forward. However, it is too generous in its analysis of how well it is doing in promoting academic progress. Good improvement has been made in addressing weaknesses since the last inspection and pupils now make better progress. The school has good capacity to improve further and provides good value for money.

What the school should do to improve further

- continue to improve achievement in writing so that all pupils make as good progress as they do in other aspects of English.

Achievement and standards

Grade: 2

Throughout the school pupils achieve well. The school's high quality records and tracking procedures show that standards are improving in most areas and that the school is reaching the targets set. However, with few pupils in each year group, standards in national tests do vary considerably from year to year. Achievement in science is very good as a result of the high standards in investigative work.

Improved provision in mathematics helps ensure achievement is good. Pupils also achieve well in reading and speaking and listening.

Achievement in writing, although satisfactory, is not as good. However, current strategies, such as increasing the range of interesting opportunities for writing, are helping to improve achievement.

Good teaching helps reception children to make good progress so that almost all reach the levels expected by the end of the year. In Years 1 and 2 they continue to make good progress although, because of lower standards on entry, standards in the current Year 2 are only average. Standards in Year 6 are generally above average overall. Pupils with learning difficulties and disabilities and higher-attaining pupils are supported well and also make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. Parents and pupils recognise this is a strong feature of the school's work. The oldest pupils are mature and responsible and play a valuable part in the work of the school. In particular they help to take very good care of younger pupils.

Attitudes to learning are excellent and this is a significant reason why pupils are making good progress. Pupils behave well in lessons and around the school. Relationships are very good and pupils are considerate of others so that the school is a very happy and harmonious place. Pupils report that they enjoy coming to school and like their teachers. Attendance is excellent.

Pupils have a very good knowledge of the importance of health, safety and well-being. Healthy snacks are provided at break times and are enjoyed by pupils. Pupils' contribution to the community both locally and beyond is excellent, for example, through their fundraising for and links with communities in third world countries. Pupils develop a good range of skills to help promote their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good across the school and this ensures that effective learning takes place. This is the result of very good teamwork amongst staff and effective support for their professional development. Teaching in reception and Years 1 and 2 is good. This is partly because very effective arrangements are made for the reception children to work, on occasion, under the supervision of the nursery nurse. For pupils in Years 3 to 6, very good arrangements have been made for staff to teach the subjects in which they have good expertise, which is having a positive effect on pupils' progress.

A particularly good feature of teaching is that in discussion staff encourage pupils to explain or justify their responses. Consequently pupils develop a good understanding of what they are learning. Tasks are challenging and well matched to the age and abilities of pupils. Very good attention is given to ensuring activities are relevant to pupils' interests and that pupils apply their skills and knowledge in a range of different subjects. This is one reason why they achieve very well in investigative science. Increasing opportunities for pupils to write for different purposes is beginning to bring

about improvements in writing. Marking and assessment of pupils' work is very good. Information is used effectively to set new learning targets so pupils have a good understanding of what they need to do to improve.

Curriculum and other activities

Grade: 2

The work that pupils do covers a wide range of experiences. Their learning is extended by an outstanding range of visits, visitors to school, residential experience and after-school clubs.

Curriculum planning is based securely on national guidelines and has been modified very well to accommodate the learning needs of mixed-age classes. Effective links are made, for example, between key skills such as investigative skills and use of information and communication technology, so that pupils can explore these at levels appropriate to their ages and capabilities. Careful curriculum planning also provides effectively for gifted and talented pupils and those with learning difficulties and disabilities.

Creative activities are used effectively to promote pupils' personal development. Key features of the school year are whole-school productions involving all pupils in art, drama and music. Pupils are overwhelmingly enthusiastic about these events.

Care, guidance and support

Grade: 1

Levels of care, guidance and support are outstanding. Parents and pupils agree that the school is a place in which pupils feel secure and happy. Great care is taken to ensure pupils' safety within the cramped confines of the school building and when moving around the village. Excellent checks on pupils' personal development ensure any difficulties are soon identified and addressed. Very effective support is given to developing pupils' confidence and self-esteem. This is achieved through involving pupils in the daily running of the school through jobs such as ordering school dinners and distributing healthy snacks.

Comprehensive and very good assessment information is used particularly well to support and monitor progress. Pupils know their own strengths, areas for improvement and targets to be achieved. Pupils with learning difficulties or disabilities receive excellent levels of care and very good guidance both from class teachers and learning support assistants.

Leadership and management

Grade: 2

The headteacher's leadership is outstanding. Through his open democratic style he has created strong teamwork amongst all staff, leading to raised expectations of how well pupils can achieve. As part of his determination to focus staff on school improvement he makes very good use of local authority personnel in reviewing the work of the school. This supports the school's own development procedures and has

helped to bring about improvement in a number of areas such as the presentation of pupils' work.

The senior teacher and other members of staff support school development very well. Observation of each other's work and advice on how to improve, together with attendance on courses, is improving their capacity to raise standards, as is seen in mathematics and science since the last inspection. There is a clear and well-founded view of standards and pupils' progress.

The school's evaluation of the areas where improvement is needed is accurate and effective strategies are introduced to address weaknesses, for example, in targeting improvement in writing. Monitoring of the impact of its strategies clearly identifies where these are successful or where further work is needed. However, the school's judgements on the measure of its success in improving academic achievement and its overall effectiveness are too generous.

The school is very well managed. The administrator helps to ensure day-to-day events run efficiently and staff are committed to maintaining a safe and secure environment for pupils. Pupils are fully involved in all aspects of the curriculum, targets for improvement and the daily running of the school. Pupils' and parents' views are valued and contribute to development planning.

Governors, under the direction of their experienced chairperson, support the work of the school well, ensuring that statutory requirements are fully met. Their good knowledge and understanding of the school's strengths and areas for improvement help them to play a secure part in forward planning.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Broadhempston Primary School Broadhempston Totnes Devon TQ9 6BL

11 November 2005

Dear Pupils

Thank you for welcoming us to your school and being so friendly and helpful. We particularly want to thank the pupils who gave up their lunch time to talk to us. You and your parents think your school is good and that it is a very caring, safe and happy place to be and we agree with you.

What we liked most about your school:

adults take exceptionally good care of you and help you to learn how to be responsible for your own health and safety

you are given very good support in helping you to become mature, considerate and responsible

you have excellent attitudes to school and this helps you to do well

you are doing well in reading and mathematics and very well in science

you behave well and are very kind and helpful to other pupils

you are very involved in all that goes on in Broadhempston and do a lot to help your local community and communities in other parts of the world

your teachers give you interesting and challenging things to do and help you to make good progress

staff are very good at checking on how well you are doing and give you very good advice on how to improve

staff and governors are continually helping your school to improve.

What we have asked your school to do now:

continue to help you do as well in writing as you do in reading and in other subjects.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson