

# Broadhembury Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113349
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338149
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Rowena Onions

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

---

<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 of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Johnson
<b>Headteacher</b>	Gaye Williams
<b>Date of previous school inspection</b>	27 April 2010
<b>School address</b>	Broadhembury Honiton EX14 3NF
<b>Telephone number</b>	01404 841304
<b>Fax number</b>	01404 841778
<b>Email address</b>	admin@broadhembury.devon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	26–27 April 2010
<b>Inspection number</b>	338149

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one additional inspector. Five lessons were observed; all teachers were seen teaching more than once. Meetings were held with parents, groups of pupils, governors and staff. The inspector observed the school's work, and looked at data concerning pupils' progress, the school development plan, minutes of governors' meetings, reports from the local authority and the School Improvement Partner and a range of other documentation. Twenty-three responses to the questionnaire were received from parents and carers.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- the quality and impact of teaching on the progress of each individual
- the use of assessment to identify and build on pupils' individual strengths and weaknesses
- the part played in leadership and management by staff other than the headteacher and by governors
- the confidence of parents and carers in the education provided for their children.

## Information about the school

This very small school serves its local area in rural Devon. All pupils are of White British origin and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. An above average percentage of pupils have a range of special educational needs and/or disabilities. The school has a very high proportion (10%) of pupils with statements of special education needs. Pupils are taught in two mixed-age group classes. There are two intakes into the Early Years Foundation Stage, at the beginning of the autumn and spring terms. At the time of the inspection, there were only three pupils in the Reception Year.

The school has recently undergone a period of considerable change. The headteacher was formally appointed to the post in April 2009 after two terms as acting headteacher. Both of the other teachers were appointed in January 2010. The Chair of the Governing Body was elected in December 2008.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Broadhembury CE Primary School is currently providing a satisfactory education. It is rapidly improving after a period of instability, when it was identified by the local authority as a school causing concern. Some aspects of the school's work have already improved and are now good, and others are poised to be so. School data and pupils' work, including that for children in Reception, show that pupils' progress has accelerated over the last two years, and especially over the current academic year, progress is good. Pupils did, however, have some underachievement to make up for and this means that their progress and achievement over the time they have been in school are only satisfactory. Pupils enter the school with typically expected skills and experiences and their attainment at the end of Year 6 is average in both English and mathematics. The provision made for pupils with complex special educational needs is very successful, ensuring these pupils are fully involved, well taught and supported. They make good progress.

Much productive work has been done to improve pupils' attitudes to school and to their work. Parents comment on how much their children like the school. Pupils' enthusiasm is successfully promoted by enrichment activities and teachers' efforts to make learning active and fun. As a result, pupils are energetic and hard-working and they try hard to succeed. Overall, they behave well and comment that behaviour in the school has improved. Their social, moral and spiritual development is good. They work and play together very well, with the way older pupils support younger ones being particularly impressive. Pupils report feeling safe and secure. The school takes great care of them and ensures their safety and well-being. Each pupil is known and valued as an individual, enabling them to flourish. However, pupils currently have barely satisfactory knowledge and awareness of the lives and beliefs of others beyond their immediate cultural experience. In addition, they have limited opportunities to make a contribution beyond the school community.

Good, determined leadership by the headteacher has ensured that the school has improved so it is rightly no longer a cause for local authority concern. Based on accurate self-evaluation, action to develop teaching has been successful. Because there has not been time to fully develop consistency, teaching is satisfactory overall, but many lessons are now good and there are good features in all lessons. Much of the improvement work has been focused on the development of assessment. This is work in progress and there are aspects of practice that are not yet fully developed. Teachers are not always clear enough about what they expect pupils to learn in a lesson. Although pupils are now very aware of the quality of their work and what needs improvement, the way their work is presented often means that they cannot use their books to review what they have

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

learned. There are also missed opportunities for teaching assistants to make a contribution to the ongoing assessment of pupils.

During the school's recent period of change, some parents and carers understandably became concerned about the possible impact on their children. The work done by the headteacher and governors, together with the children's obvious liking of school, means that the vast majority have had their confidence restored. The staff and governors are fully supportive of the leadership of the school and this, along with rapidly improving pupil progress, means the school is demonstrating good capacity to sustain improvement.

### **What does the school need to do to improve further?**

- Increase the impact of assessment on teaching, learning and progress by:
  - clearly identifying, in all lessons, precisely what pupils are expected to learn
  - ensuring that pupils' work is presented well enough to allow them to use it to review their learning
  - increasing the involvement of teaching assistants in assessing pupils' achievements.
- Increase pupils' knowledge and understanding of the faiths, beliefs and cultures of others outside their immediate community by:
  - formalising this aspect of the curriculum
  - increasing teachers' awareness of ways to develop this knowledge and understanding
  - developing the school's work on community cohesion.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils are successfully learning to read, write and do mathematics. An emphasis on learning to think for themselves and to solve problems is paying dividends. Pupils are becoming increasingly self-critical and more able to judge and improve the quality of their work. They are encouraged to amend and improve work as they go along. However, for many pupils their work is not yet presented neatly enough to enable them to look back and see what they have learned. Pupils in both Year 2 and Year 6 are attaining average standards, but there is evidence that attainment is rising. Pupils' enthusiasm and growing ability to learn and solve problems was demonstrated in a mathematics lesson on fractions, when they worked quickly and efficiently through a set of challenging activities in order to be allowed to play a mathematics game. Pupils with special educational needs and/or disabilities are well provided for and achieve well.

Pupils are successfully learning to read, write and do mathematics. An emphasis on learning to think for themselves and to solve problems is paying dividends. Pupils are becoming increasingly self-critical and more able to judge and improve the quality of their work. They are encouraged to amend and improve work as they go along.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

However, for many pupils their work is not yet presented neatly enough to enable them to look back and see what they have learned. Pupils in both Year 2 and Year 6 are attaining average standards, but there is evidence that attainment is rising. Pupils' enthusiasm and growing ability to learn and solve problems was demonstrated in a mathematics lesson on fractions, when they worked quickly and efficiently through a set of challenging activities in order to be allowed to play a mathematics game. Pupils with special educational needs and/or disabilities are well provided for and achieve well. Pupils know how to keep themselves safe and well. They are aware of healthy eating but are not yet always applying their knowledge to the choices they make. They enjoy activity and are very active at playtimes. Pupils' liking of school is demonstrated by the number of them who run enthusiastically into the school yard at the beginning of the day! Pupils trust the adults with whom they work and open, friendly relationships encourage them to be able to discuss any problems they may have. They report that there is no bullying in school. Pupils are given opportunity to work with others of different ages and show skill in this, for example, in assembly when discussing aspects of prayer. Pupils play a good role in helping the school run smoothly on a day-to-day basis and they have a growing role in shaping school improvement, for example, through consultations about the development of the school grounds. Their ability to reflect and to consider others is very well developed. At present, pupils' overall social, moral, spiritual and cultural development and their contribution to the community is being limited by their lack of broader cultural knowledge and experience. Average attainment in basic skills and average attendance mean that pupils are currently satisfactorily prepared for their futures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

There are some consistently good features of teaching; these include the way pupils are managed to ensure their involvement and enthusiasm, the way teachers ask questions to promote thinking and the way work is planned to meet pupils' needs. As a very new team, consistency in some elements of teaching is not yet well established; for example, the learning that is expected of pupils in a lesson is not always clearly planned and articulated. On occasion, pupils are expected to sit for too long at the beginning of lessons and this reduces the time for activities. The good skills of teaching assistants are used well when they are teaching groups of pupils, but are not always fully utilised in adding to the knowledge that teachers have about the attainment and progress of their pupils. The school has developed the use of visitors to enrich and extend pupils' experiences. The curriculum as a whole is, however, satisfactory rather than good. This is because, although clear thought has been put into creating a curriculum that promotes both academic progress and personal development, there has not been time to balance and formalise this, especially in areas that impact on pupils' personal development. This means that aspects such as cultural development are not fully developed and teachers are not always as aware as they should be of opportunities to extend it. The care, guidance and support of pupils are given the highest priority and as systems embed, this is having an increasing impact on pupils' outcomes. Parents and carers value highly the care taken of their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

Over the time she has been in post, the headteacher has worked hard with the support of the local authority to stabilise and improve the education provided. The success of this is evident in significantly improved pupil progress over the past year. Priorities have been correctly identified and worked on and the school is well aware of what needs to

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

be done next. Discussions held during the inspection, together with the questionnaires completed by staff, show that the new staff team fully supports the changes and is challenged and inspired to move the school on. The staff contribute well to aspects of management through their particular responsibilities. Safeguarding is given high priority and all requirements are in place. Governors are very supportive and those with experience, including the Chair of the Governing Body and vice chair, are effective in their roles. Training to ensure all governors play a full role is in hand. The school has spent productive time in developing cohesiveness within its own community and locally, but has not yet been in a position to work to do this on a wider scale. The headteacher and governors have already sought advice as to how to promote this in the near future. The school promotes equality of opportunity well. This is shown in its good quality provision for the high proportion of pupils who have statements of special educational needs, as well as for others with complex needs; beyond this, the focus on the individual ensures there is equality of opportunity for all.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

A high proportion of parents and carers responded to the inspection questionnaire. Most are very supportive of most aspects of the school. Among the aspects they are particularly pleased with is their children’s enjoyment of school and the care the school takes of them. The inspector agrees with these opinions. The inspector looked closely at the concerns raised by a small number of parents and carers about leadership and management. Evidence shows that the headteacher and governors have had to deal with some complex issues and have done this successfully and to the satisfaction of the vast majority of the parents and carers and all the pupils. Links with parents and carers are good and parents and carers agree that they are well informed. There are good systems in place to ensure that parents and carers can raise any concerns they may have.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadhembury Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 31 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	52	11	48	0	0	0	0
The school keeps my child safe	19	83	4	17	0	0	0	0
The school informs me about my child's progress	13	57	9	39	1	4	0	0
My child is making enough progress at this school	13	57	8	35	1	4	0	0
The teaching is good at this school	15	65	7	30	0	0	0	0
The school helps me to support my child's learning	15	57	7	30	3	13	0	0
The school helps my child to have a healthy lifestyle	13	57	10	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	30	13	57	0	0	0	0
The school meets my child's particular needs	13	57	6	26	2	9	0	0
The school deals effectively with unacceptable behaviour	16	70	4	17	3	13	0	0
The school takes account of my suggestions and concerns	13	57	4	17	2	9	0	0
The school is led and managed effectively	15	65	2	9	2	9	2	9
Overall, I am happy with my child's experience at this school	14	61	8	35	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 April 2010

Dear Children

Inspection of Broadhembury Church of England Primary School, Broadhembury, EX14 3NF

I really enjoyed my two days at your school and would like to thank you for your help and friendly conversations. You will be pleased to know that I judge yours to be a satisfactory school that is improving all the time.

Here are some of the highlights.

- The good progress you are now making in reading, writing and mathematics.
- You really enjoy school and try hard to learn.
- You get on well together, especially the way the older children help and support the younger ones.
- The way each of you is treated as an important individual and the care that is taken of each one of you.
- Everyone in your school, including you, is working together to make it an even better place.

To make things better, this is what I have asked your school to do now.

- Develop the way teachers and teaching assistants assess your work so they can be even better at helping you to make improvements.
- Broaden your knowledge and understanding of the ways of life, beliefs and traditions of people living in Great Britain and in other countries.

I am very glad that you like your school and think you are right to do so. I think that you could help improve your learning by making sure that your work is always presented neatly, so that it makes it easy for you to see the progress you are making.

Yours sincerely

Rowena Onions

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**