

# Broadhempston Village Primary School

Broadhempston, Totnes, TQ9 6BL

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make outstanding progress from their starting points and attain high standards by the end of Year 6.
- Pupils' achievement in mathematics has been particularly strong with a high proportion of pupils reaching the higher levels.
- Pupils benefit from high quality teaching. Teachers convey high expectations of learning and behaviour. All pupils are expected to do their best and they respond extremely well.
- Teachers set demanding tasks which are well suited to pupils' abilities and learning needs.
- Pupils have very good opportunities to apply their knowledge and skills in working independently, investigating and solving problems.
- Pupils show extremely positive attitudes to learning. They are enthusiastic and learn exceptionally well, either on their own or in teams as required.
- Behaviour is often exemplary in lessons, in assembly and in the playing areas.
- Pupils feel extremely safe and very well cared for by the staff.
- Attendance is well above average.
- By the time they leave, pupils are confident and mature learners who are extremely well prepared for the next stage of their education.
- The headteacher provides strong leadership and educational direction.
- Other leaders and staff work very well as a team in raising achievement and in promoting high quality teaching and outstanding personal development for pupils.
- An exciting range of learning activities is provided with mathematics, sport, outdoor learning and music as key strengths.
- The school has established successful partnerships with parents and the community.

## Information about this inspection

- The inspector observed teaching and learning in 11 lessons.
- The inspector held discussions with the headteacher, staff, parents, a representative from the local authority, members of the governing body and pupils.
- The inspector took account of the 35 responses to the on-line survey (Parent View).
- Responses to an inspection questionnaire from eight staff were analysed.
- The inspector examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- Almost all of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services, is well below that seen nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school federated with five other local village schools on 1 November 2011 to form the Totnes Federation of Village Schools.
- There is one governing body for the federation of six schools.

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

- Extend the range of outdoor learning activities in the Early Years Foundation Stage and link these more effectively with indoor learning and to the topic being studied.

## Inspection judgements

### The achievement of pupils is outstanding

- Standards have risen since the previous inspection and pupils are making outstanding progress from their starting points.
- Attainment on entry to Reception varies; but, in the main, children enter with the knowledge and skills expected for their age. Children make good progress in Reception.
- The Year 6 national test results have been significantly above average overall for the last three years. They have been particularly high in mathematics. Results have been at least above average in English during the same period.
- In the summer of 2012, all 10 pupils in Year 6 attained the higher than expected level (Level 5) in mathematics and two pupils attained Level 6.
- Pupils' achievement in mathematics is a real strength. In a highly successful mathematics lesson for Years 5 and 6, pupils carefully analysed the favourite and least favourite activities from a residential survey. They decided how best to present this data. In constructing pie charts, they successfully found percentages and calculated the angles for the segments. Pupils explained their working to others very clearly using mathematical vocabulary correctly.
- In English and mathematics, the more-able pupils make exceptional progress because they are set challenging and demanding tasks which extend their thinking and understanding.
- Disabled pupils and those who have special educational needs make rapid progress because of the well-targeted support they receive.
- In Year 6 in 2012, there were no pupils supported by the pupil premium. High quality teaching and well focused support help to ensure that those eligible for pupil premium make similar progress to other pupils and there are no significant gaps in attainment between the different groups.
- Pupils make exceptional progress in speaking and listening. This is because they are provided with well-planned opportunities to discuss their learning and express their ideas. For example, pupils in Years 4, 5 and 6 reflected on their recent residential visit to Dartmoor. They described the exciting activities they experienced, such as caving and shelter building. They expressed how they felt when faced with new challenges. By Year 6, pupils are articulate and confident speakers with a wide vocabulary.
- In reading, pupils benefit from the effective teaching of reading skills and the wide range of attractive books on offer. In a Year 1 session, pupils made very good gains in consolidating their letter sounds. Pupils enjoy reading at school and at home.
- The school has focused successfully on raising achievement in writing. Pupils write for a range of purposes and in different styles. Their writing is clear and often imaginative. Grammar, punctuation and spelling are accurate. In a Year 2 and Year 3 group, pupils made exceptional progress in writing their own version of *Jack and the Beanstalk*. They used adjectives and connectives to good effect. They included dialogue and speech marks correctly.
- Pupils' investigative skills in science are developing very well. In a successful Years 3 and 4 lesson, pupils tested which material would be best to keep ice cubes cool. Choosing from a range of materials they made predictions and planned their investigation, making sure that it was fair. They communicated their findings clearly using a range of scientific vocabulary correctly.

### The quality of teaching is outstanding

- High quality teaching is a key factor contributing to pupils' outstanding progress. Pupils told the inspector that 'lessons are very enjoyable', 'teachers stretch your mind' and 'teachers encourage you to persevere'.
- Teachers convey high expectations for learning and pupils respond with enthusiasm. Staff

ensure that lessons have a sharp focus and so pupils understand what they are expected to do. Specific indicators or steps to success are set to guide pupils' learning.

- Teachers make very good use of the information about pupils' attainment to plan their teaching and to match activities to pupils' levels of attainment. As a result, pupils are challenged well and make exceptional gains in acquiring knowledge and deepening their understanding.
- Essential skills, including phonics (letters and the sounds they make), are effectively taught through a clear and structured programme.
- The inspector asked pupils why they achieve so well in mathematics. They replied, 'Because the teaching is so good.' 'Teachers help you when you are stuck.' In mathematics, pupils are inspired and motivated by the teachers' enthusiasm and strong subject knowledge. They are given first-rate opportunities to apply their numeracy skills to solve interesting practical problems.
- A similar practical and investigative approach contributes to the successful teaching and learning in science.
- The teaching of writing is successful. Teachers choose exciting topics which inspire pupils to write. Pupils have good opportunities to discuss the topic and share their ideas for writing. Teachers model and demonstrate successful writing to the class. Pupils are productive and write high quality pieces.
- The teaching of disabled pupils and those who have special educational needs is of a high quality. Activities and support are closely suited to pupils' learning needs.
- Teachers' marking of pupils' work is constructive and helpful. Good work is acknowledged and praised, and comments effectively guide improvement.
- In the Reception class, children are provided with an interesting range of activities. There are good opportunities for children to explore, be creative and to learn independently. Children also benefit from well-focused teaching from adults. However, outdoor learning activities are not always well linked to those that take place indoors, or to the main topic being studied.

### **The behaviour and safety of pupils are outstanding**

- The school has successfully maintained and built on the outstanding behaviour and safety of pupils identified in the last inspection.
- Parents and carers who responded to the on-line survey, Parent View, strongly agreed that their children were safe and well looked after. They also stated that the school promotes good behaviour. The inspection findings support these very positive views.
- Children start the school with good attitudes to learning and settle into routines well. As pupils progress through the school they develop considerable enthusiasm for learning and a very mature approach to their studies.
- The development of pupils' social skills is also strong. Throughout the school, pupils are cooperative, friendly and show considerable consideration and respect for others.
- Behaviour in lessons is at least good and it is mostly exemplary, especially in Years 3 to 6. In the nearby play area and fields, pupils engage and participate extremely well in a range of activities and games during play and lunchtimes.
- Pupils have a clear understanding of bullying and the different forms it can take, including persistent name calling, physical bullying and cyber bullying. They know and understand that bullying is unpleasant and has no place in their school.
- The school's records of incidents show that behaviour in the school is consistently of a high standard and that serious incidents are extremely rare. There have been no exclusions over many years.
- Pupils thoroughly enjoy school and the wide range of activities provided. Attendance levels are consistently well above average.
- By the time pupils leave Broadhempston they are confident and enthusiastic learners who can learn and work independently, or collaboratively in a team. They are extremely well prepared for

the next stage of their education.

## **The leadership and management** are outstanding

- Leadership and management are successfully promoting high achievement, exceptional teaching and outstanding behaviour and safety for all pupils.
- The experienced headteacher provides strong leadership. With his staff, he has created an extremely positive and safe environment for pupils to learn and develop.
- The school's work is systematically and thoroughly checked. As a result, key leaders and governors have an accurate overview of the school's strengths and the areas requiring improvement.
- Staff work well as a dedicated professional team and all play an effective role in checking performance and improving their areas of responsibility.
- There are effective procedures for appraising and managing staff performance and for developing their professional skills. Targets to improve performance, together with training, are well linked to pupils' progress and the school's improvement priorities.
- The local authority has an accurate view of the school's performance and, because of its high performance in recent years, it receives modest support. The school enlists the local authority's English and mathematics advisers annually to check performance in these areas and to support the school's drive for continuous improvement.
- An interesting range of subjects and topics is provided to promote high achievement and outstanding personal development for pupils. Mathematics, music, outdoor education and sport are clear strengths of the school's curriculum. A useful partnership has been developed with a London primary school and this has a positive impact on pupils' spiritual, moral, social and cultural development.
- All staff strive to ensure that different groups of pupils do as well as they can. There are no signs of discrimination and all pupils have complete access to the full range of learning opportunities provided.
- Pupil premium funding has been properly planned and allocated. Additional support is being provided to help eligible pupils.
- The school has established productive partnerships with parents and the local community. The response to Parent View, to the school's own survey and the discussions with parents and carers indicate that the vast majority of parents and carers are rightly pleased with the care and education provided for their children.
- The federated partnership of schools is developing well. The schools are sharing experiences and expertise to support each other. Pupils from the schools are working well together on joint projects. For example, pupils from Broadhempston Village Primary and Landscope Primary engaged in an 'Enterprise Project' involving the making and marketing of muffins.
- **The governance of the school:**
  - Governors are enthusiastic and have risen to the challenge of governing six schools in the federation.
  - They have a clear overview of pupils' attainment and progress and how these compare to schools locally and nationally.
  - Governors also have an accurate overview of the quality of teaching.
  - This clear understanding of the school's performance enables them to challenge the headteacher and hold the school to account.
  - Governors are up to date with recent requirements relating to the management of staff performance, and ensure that promotion and salary are linked to the progress that pupils make.
  - They manage finances effectively, and check that the pupil premium is properly spent.
  - Governors attend appropriate training courses to increase their effectiveness.
  - Steps are taken to ensure that all safeguarding procedures meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113191
<b>Local authority</b>	Devon
<b>Inspection number</b>	408935

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Palframan
<b>Headteacher</b>	Roger Clarke
<b>Date of previous school inspection</b>	24 March 2009
<b>Telephone number</b>	01803 812689
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