

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

The Street, Broughton Gifford, Melksham, Wiltshire SN12 8PR

Inspection dates

25–26 April 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although improving, the progress made by pupils, especially the most able, is too slow. This is because teachers do not plan activities that match the learning needs of different groups of pupils well enough.
- Older pupils carry a legacy of underachievement. They have gaps in their knowledge and skills which are taking time to fill.
- Teaching is not consistently good across all classes. Teachers in key stages 1 and 2 do not have high enough expectations of their pupils.
- Teachers do not use the information gained from regular pupil assessments to fully challenge the pupils, especially those who are most able.
- Not all teachers consistently follow the school's marking policy. Consequently, some pupils do not understand what they need to do to improve their work.
- Subject leaders have had too little impact on improving the quality of teaching and learning within the areas of the curriculum they lead.
- Over time, governors have been slow to address weaknesses and have not provided leaders with appropriate support and challenge.
- Trustees have not supported the school sufficiently well in its journey of improvement.

The school has the following strengths

- The headteacher has managed staff changes and has managed to improve behaviour and early years.
- Provision for early years is good and this ensures that the youngest children make strong progress.
- Pupils enjoy their learning. They are polite, courteous and well behaved.
- Pupils who have special educational needs and/or disabilities, and those who are disadvantaged, are making better progress than in the past because the support they receive has improved.
- Leaders have ensured that safeguarding is effective. Pupils are well cared for in school.

What does the school need to do to improve further?

- Improve the quality of leadership and management, including governance, by ensuring that:
 - subject leaders understand how to evaluate the quality of teaching and know what action to take to bring about rapid improvement
 - governors have an accurate understanding of the strengths and weaknesses of the school, enabling them to carry out their roles and responsibilities to support school improvement
 - trustees respond to the recommendations made from external checks and provide the support the school requires.

- Improve the quality of teaching and pupils' outcomes by ensuring that:
 - teachers raise their expectations of what pupils are able to achieve
 - all teachers use the information gathered from tracking pupils' progress to set work that meets the learning needs of different groups of pupils and ensures that any gaps in their knowledge are filled
 - the most able pupils are given learning activities across the curriculum that inspire, excite and challenge them to think more deeply
 - teachers consistently apply the school's agreed assessment policy so that pupils know how to develop and improve their work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over the past 17 months, significant staffing changes have proved a barrier to continuous improvement. This has contributed to a gradual decline in pupils' outcomes. While this decline has now halted, school leaders understand that the quality of teaching and pupils' outcomes need to improve to secure a good quality of education for all.
- The Academy Trust of Melksham (the trust) has not held the school to account well enough over time. Recommendations made by the local authority school improvement officer, appointed and funded by the trust, have not been followed through by leaders
- Subject leaders are new to their role and are not driving improvements to teaching with sufficient urgency because they lack the skills and ability to do so. However, working alongside the headteacher, subject leaders have a developing understanding of the importance of monitoring teaching and learning through work sampling, visiting classes and feeding back to colleagues. They have a growing confidence in their ability to challenge colleagues professionally. Meetings with subject leaders in other primary schools in the academy trust are helping raise subject leaders' expectations of what pupils can achieve.
- The headteacher has now begun to develop a cohesive team who work together and are committed to improving pupils' outcomes. The impact of their work can be seen in the improvements which have been made in the provision for early years and the positive impact this has had on children's outcomes in Reception. It is also reflected in the improvements to the teaching of phonics and to pupils' reading skills. Nonetheless, there is more to do to secure consistently good teaching across the school.
- Leaders have ensured that the school environment is conducive to learning, with lively displays to celebrate good work and consolidate new concepts and skills. The consistent approach to behaviour management, introduced by the headteacher, has also had a positive impact on pupils' conduct in and around school.
- Procedures to check the performance of staff are in place. For example, investment in training has resulted in teaching assistants making a positive contribution to pupils' learning, especially those who are disadvantaged or have special educational needs and/or disabilities.
- The school makes sure that pupil premium funds are used well to provide appropriate support for disadvantaged pupils, and this is reflected in their improving progress. The funding received for pupils who have special educational needs and/or disabilities enables them to have an appropriate mix of individual and group work which is targeted well to support their specific needs.
- A restructuring of the curriculum is helping to promote pupils' engagement and interest. This includes a better focus on ensuring that the topics planned fully interest both boys and girls. It has also had a strong impact on supporting pupils' spiritual, moral and social understanding. 'Under the sea' and 'Antarctica' are two examples of

the way in which exciting themes are helping the pupils become more motivated in their learning across the wider curriculum.

- Pupils also benefit from a range of opportunities that enrich their learning experiences, such as outings to Roman villas and science museums. The expertise of a teaching assistant with a language qualification is used well to develop the pupils' French language skills. The displayed art work confirms that pupils appreciate and learn from the range of artistic experiences provided.
- The additional funding for primary sports is used well to provide a wide range of sporting activities, both during school and at after-school clubs. Pupils talk enthusiastically about their interest in these activities and are proud of the improvements in their sporting achievements.
- Work to promote pupils' spiritual, moral, social and cultural understanding is a strong feature of the school. British values are promoted well across the school. Pupils value cultural and religious diversity. They regularly raise money for charity and enjoy putting democratic principles into practice when voting for school council members.
- A few parents who responded to Parent View, the online inspection questionnaire, expressed their dissatisfaction with the recent staff changes to the school. However, the views of most parents can be summed up by one who explained that 'the school remains a happy, welcoming and positive place'.

Governance of the school

- The trust board and governors have been too slow to tackle the school's weaknesses. Local governors and trustees do not have a clear understanding of their roles. They do not provide the necessary challenge to the school, and this is hindering school improvement.
- Governors are appropriately involved in the performance management of the headteacher. However, not all governors have a secure understanding of how extra funding, such as pupil premium, is used to support individuals.
- Governors are not holding subject leaders to account for the impact of their work on teaching and learning.

Safeguarding

- The arrangements for safeguarding are effective.
- All necessary checks are carried out to ensure that staff meet the statutory requirements which relate to their suitability to work with children.
- Staff are clear that if they have a concern about a child, they must quickly inform one of the nominated safeguarding leads. Staff receive regular training to ensure that they understand and comply with statutory guidance and fulfil their roles and responsibilities relating to safeguarding.
- The headteacher, as designated safeguarding lead, has built effective external relationships with specialist agencies and this ensures that vulnerable pupils have

access to the support they need at the earliest possible stage. Children potentially at risk are very carefully monitored and sensitively supervised.

- The designated safeguarding lead for governors has a secure understanding of the importance of a strong, safe culture and is well informed by the headteacher.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not have high enough expectations of what their pupils are capable of achieving. Staff do not make effective use of the information gained from regular pupil assessments to set work that fully meets the needs of different groups of pupils. For example, too frequently, the most able pupils are not given tasks that stretch and challenge them.
- Not all teachers ensure that pupils set out their mathematics work in the way that has been agreed by the school. As a result, pupils become confused when completing calculations because teachers do not check that digits are recorded systematically and accurately.
- Teachers do not consistently follow the school's agreed marking policy. This means that, too often, pupils are not helped to improve their work following teachers' advice and guidance.
- Following training, the teaching assistants are providing support that is helping pupils to be better prepared for their learning and tackle new concepts more confidently.
- Teaching staff have an improved knowledge and understanding of those pupils who are vulnerable or who find learning a challenge at times. They are using this knowledge increasingly well to ensure that tasks support these pupils' learning. They remain less successful in setting appropriate tasks to develop and challenge the most able pupils' learning.
- Phonics teaching is good and pupils decode words well. Teachers make sure that pupils fully understand what they are reading by asking pertinent questions about what the texts are about. Pupils' responses show that their confidence and understanding is growing. They are enthusiastic readers as a result.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school.
- They take pride in their school, play and learn together well and listen carefully to each other's views and opinions.
- Pupils report that they feel safe in school and know that if they have any worries or concerns an adult will always help them. They are clear about keeping safe when using the internet and explain confidently what they would do if something inappropriate appeared on the screen.

- Staff skilfully support the emotional and social needs of pupils. They are quick to identify pupils who need additional care and guidance in school. This includes working with parents and their children to improve their well-being.

Behaviour

- The behaviour of pupils is good. They have a good understanding of what is good behaviour and clearly know the difference between right and wrong.
- Pupils are well mannered and their behaviour is good in and around the school. During playtimes, older pupils play happily with younger ones, promoting a family feel to the school. As pupils explain, 'it feels like home and is a friendly school'.
- Pupils are fully aware of the different forms of bullying. They are clear that instances of anti-social behaviour are very rare and resolved very quickly by an adult.
- The vast majority of parents who responded to Parent View, the online inspection survey, agreed that pupils behave well in school.
- Attendance matches average rates and pupils arrive punctually for school. Any absences are immediately followed up and a close eye is kept on unusual patterns of absence.

Outcomes for pupils

Requires improvement

- Pupils' progress in mathematics was significantly below average in the 2016 national tests at the end of Year 6. Current pupils' work shows that progress in mathematics has accelerated during this academic year. There has been a greater emphasis on pupils using and applying their mathematical skills to solve different problems. Additional booster classes and clubs are filling in gaps in pupils' knowledge and skills. However, the most able pupils are not consistently challenged to reach higher standards. This is because they are not stretched enough in their lessons.
- The 2016 national test results at the end of Year 6 indicated that pupils had made average progress in reading and writing. Pupils read a wide range of different books and have developed increased confidence in their reading skills.
- Pupils generally punctuate and spell with accuracy and use a wide range of different grammatical techniques. However, they lack the confidence to write at length and this impacts negatively on the quality of work they produce.
- The Year 6 national tests in 2016 highlighted a difference in the progress made between boys and girls. The school has successfully tackled the gender differences by introducing topics which interest both boys and girls. Boys have made accelerated progress by enthusiastically engaging in activities that are based on factual topics, such as historical and science-based themes.
- At the start of the new academic year, a more rigorous approach was adopted by teachers to support disadvantaged pupils. Funding is better used to support them both academically and pastorally. As a result, these pupils are making more progress than in the past and catching up with their peers nationally.

- Pupils who have special educational needs make progress similar to their peers in reading, writing and mathematics. Teaching staff monitor their progress and adapt the support they receive according to the progress they make.
- A very small proportion of the parents who responded to the Ofsted online parent questionnaire felt that their children were not making the progress they were capable of. Inspection evidence concurs with this view, in that, despite recent improvements, progress is not good in some subjects and for some groups of pupils.

Early years provision

Good

- Many children in the current Reception class started school with less well developed personal, social and emotional skills than is typical for their age. Regardless of their starting points, children make good progress in Reception and are well prepared for their transition into Year 1.
- Teaching staff in the early years have a good knowledge of the way in which young children learn. Staff plan activities to address their needs and help them to catch up where necessary. They work sensitively alongside them to model language and capture the children's progress. Teachers use their observations of children's learning well to inform the next stage.
- The children respond well to instructions from adults, who have high expectations of them. The children know and follow clear classroom routines so that learning time is not wasted. They choose from a range of activities and show resilience when they focus on a task for an extended period of time.
- The teaching of early literacy skills through phonics is good. Children are accurately taught how to recognise the sounds that letters make and write them correctly. They write independently when playing and enjoy making links with their learning. For example, while a group of children were riding their bikes in the playground, one child carefully wrote a 'stop' sign for them to consider.
- Children are well cared for and they are confident and eager to join in activities. They play together cooperatively, sharing resources and discussing their activities. Children behave well and show respect for each other.
- Safeguarding procedures are effective and welfare requirements in the early years are fully met.

School details

Unique reference number	141928
Local authority	Wiltshire
Inspection number	10033992

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	Academy trust
Chair	Steve Stone
Headteacher	Pauline Orchard
Telephone number	01225 782223
Website	www.broughtongifford.wilts.sch.uk
Email address	headteacher@broughtongifford.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This is a smaller than average primary school.
- The school is part of the Academy Trust of Melksham. The trust was formed in April 2015 and its work is overseen by a board of trustees. The trust is responsible for seven primary schools and one secondary school.
- Since the last section 5 inspection in 2012, there have been a significant number of changes to staffing. The current headteacher was appointed in September 2015.
- The vast majority of pupils are White British.

- The proportion of pupils for whom English is an additional language and the proportion of pupils from minority ethnic backgrounds are both well below average.
- The proportion of disadvantaged pupils is below the national average.
- A below-average proportion of pupils have special educational needs and/or disabilities.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Currently, Reception children share a class with the Year 1 pupils.

Information about this inspection

- The inspector and the headteacher jointly observed teaching and learning in all classes and looked at a range of books together.
- Meetings were held with the chair of governors and the deputy chair of governors. The inspector also met with the local authority school improvement officer who is commissioned by the trust.
- The inspector took account of the 30 responses to Parent View, the online questionnaire, and the written comments that were submitted. Responses from the Ofsted staff questionnaire were also considered.
- The inspector observed the school's work and looked at a range of documents, including the school's improvement plans. She examined information on pupils' current progress and scrutinised the school's safeguarding procedures.
- The inspector listened to pupils read, talked to them and evaluated samples of their work.

Inspection team

Lorna Brackstone, lead inspector

Her Majesty's Inspector

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