

Broadclyst Community Primary School

Inspection report

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| Unique Reference Number | 113062 |
| Local Authority | Devon |
| Inspection number | 311091 |
| Inspection date | 18 March 2008 |
| Reporting inspector | Colin Lee |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 393 |
| Appropriate authority | The governing body |
| Chair | Mark Royle |
| Headteacher | Peter Hicks |
| Date of previous school inspection | 8 June 2004 |
| School address | School Lane Broadclyst Exeter EX5 3JG |
| Telephone number | 01392 461288 |
| Fax number | 01392 467057 |

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|--------------------------|---------------|
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated in detail the following issues: the factors leading to the pupils' high standards by the end of Year 6, pupils' achievement and standards in reading and mathematics in Year 2, and pupils' own involvement in evaluating their own learning and progress. Evidence was gathered from discussions with the headteacher, other staff, pupils and the chair of the governing body, and from the parental questionnaires. Lessons were observed, and school self-evaluation and other documentation, and samples of pupils' current and previous work, were analysed. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified.

Description of the school

The school is a larger than an average-sized primary school. It draws its pupils from a very wide area, some having long daily journeys in order to attend the school. Most pupils are from White British backgrounds. The percentage of pupils with learning difficulties and/or disabilities is above average and the proportion with a statement of special educational need is well above average. An above average number of pupils join the school during the school year other than at the normal time, particularly in Years 3 to 6. These include a significant number of pupils who have been excluded from other schools.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 1

This is an outstanding school providing a very high quality of education. Pupils thrive in an environment that is built on the principles of valuing each pupil, giving them a love of learning and helping them to acquire many strengths in their academic and personal development. This creates an ethos that is unique in many ways. One parent wrote, 'It is a school that refuses to give up on any child.' Another expressed a view shared by many parents and carers by saying, 'Broadclyst is an outstanding school.' Inspection evidence confirms such comments as totally justified. Three key factors permeate all this evidence, first, the inspirational leadership by the headteacher, second, the strong teamwork of all the staff and the support they give one another and, third, the excellence of pupils' learning.

The headteacher and staff of the school work with dedication to continually improve the quality of provision. They overcome barriers such as the physical limitations of the site, with its small playgrounds, varying quality of accommodation and lack of a hall. While waiting for long-delayed building improvements, they have pressed forward with innovative use of existing facilities, integrating advanced technology into classrooms and creating specialist areas such as art and music studios. Such developments support the teaching of a stimulating curriculum that, as one pupil put it, 'makes learning, fun, fun, fun'. Outside lessons, there is an excellent range of clubs and activities that are very well attended and greatly enjoyed. Staff work closely together to plan, teach and constantly check the impact of every experience on pupils' progress. Pupils' achievement is outstanding and they make excellent progress from their starting points. The outstanding provision in the Foundation Stage sets the children off on an exciting journey. The success of what follows is seen not only in the high standards attained by the end of Year 6, which show achievement to be excellent, but in how they work together to make it such a happy and harmonious school.

Pupils' progress is monitored very closely by teachers. Each pupil has a personal learning plan and their work is constantly checked to establish what they need to learn next. This is one of the strengths of the excellent teaching. The focus on the needs of the individual pupil, with the ongoing revision of learning plans, provides a tailor-made programme that builds on the point the pupil is at and involves the pupils in evaluating their own learning. Although the curriculum is taught wherever possible by linking subjects together, teachers maintain a strong focus on the essential literacy and numeracy skills. Computers and other information and communication technology are used extensively as tools to aid the pupils' learning in all subjects. Year 6 pupils start the mornings with mental mathematics work on their personal laptops, teachers having programmed work that is matched to the ability levels of each pupil. During the inspection, pupils in Year 5 wrote powerful descriptions of river landscapes, using images displayed on their computers as a stimulus for their writing. The standard of pupils' writing throughout the school is high and this is due partly to them having so many opportunities to produce writing of different types. The quality and range are typified by that seen in Year 2, which is celebrated by an extensive, attractive classroom display of writing by all members of the class. A Year 4 class, having conducted a lively debate about whether children should have more freedom, could not wait to get their ideas written in their books.

The good start the children get to school is maintained so that standards in Year 2 are above average in reading, writing and mathematics. By the time pupils reach Year 6, standards are well above average. Pupils are continually challenged and many pupils achieve the higher Level 5 in English, mathematics and science. The current Year 6 pupils are on track to reach the

challenging targets set for them, maintaining the high standards of previous years. One of the school's many successes is how the pupils with learning difficulties and/or disabilities also achieve well and reach high standards. This is the result of the excellent support that these pupils receive from teachers, teaching assistants and other pupils.

Pupils' excellent academic achievement is matched by the outstanding qualities they show in their personal development and well-being. Much of this is due to the high quality care, guidance and support they receive, coupled with the use of many learning experiences to foster positive attitudes and develop social skills. At the same time, the pupils themselves do much to develop one another's personal qualities. This is a school without formal rules. Pupils are guided by the high expectations that staff have of them and that they are encouraged to have of one another. Everyone is expected to set an example to everyone else. This results in excellent behaviour, respect, politeness and delightful relationships between pupils and pupils and adults. No pupils are selected for special responsibilities, yet all accept responsibility when it is given. This can range from selecting the items to be included in the weekly broadcast of the school's own television channel to acting as special friends to a pupil just starting at the school. In these and many other ways, pupils make an admirable contribution to the school community. They develop many qualities that prepare them for their futures, such as their clear understanding and adoption of healthy lifestyles and their excellent awareness of cultural diversity. They have an excellent understanding of safe practices at school and home. They have good opportunities to explore the world of work, including in Year 6 through their own joint business venture with a Dutch school.

The school's many strengths have their origins in leadership and management that are highly effective at all levels and none more so than the lead taken by the governing body in the strategic management of the school. This is typified by governors' determination to improve school accommodation and their refusal to compromise. The school knows itself well. Self-evaluation is very accurate and provides a constant focus on school improvement and a shared belief that everything the school does can be done even better. The school's continued improvement since the last inspection, and the high expectations and ambitions of all staff, indicate that there is an excellent capacity for future improvement. The school development plan identifies a wide range of areas to be improved but some aspects of provision, particularly in physical education and drama, will remain hindered until new facilities, such as a hall, are provided.

Effectiveness of the Foundation Stage

Grade: 1

Children join the school with skills similar to those expected for their age in most areas of learning, although they are lower in their language and mathematical development. The high quality teaching and learning and excellent curriculum enable the children to make very good progress. By the time they are ready to start Year 1, standards are above average. Parents express their delight with how well the staff help the children settle into school life. Excellent liaison with the main pre-school provider ensures that the children are well known to staff before they start. The teachers work well together to plan and evaluate their work. There is thorough recording of children's achievement and regular checking of their progress in all areas of learning. Classrooms are attractive, exciting and stimulating. All of the above has happened as a result of the excellent leadership of the Foundation Stage manager.

What the school should do to improve further

- Work with the relevant authorities to improve provision for physical education and drama by providing appropriate facilities in which these subjects can be taught.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| 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? | 1 |
| The effectiveness of the Foundation Stage | 1 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress | 1 |

Personal development and well-being

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|---|---|
| How good is 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 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| 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

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| 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

18 March 2008

Dear Children

Inspection of Broadclyst Primary School, Broadclyst, EX5 3JG

Thank you for making me welcome in your school and for talking with me so willingly. I thoroughly enjoyed joining you in lessons and seeing you at work. You told me how much you enjoy going to school and I think you have an outstanding school that is doing a terrific job in helping you to learn. The school does many excellent things. This is what I particularly appreciated:

- You are making excellent progress in your work.
- By the time you reach Year 6, many of you are reaching high standards in English, mathematics and science.
- You behave excellently and this makes your school a friendly, pleasant place where everyone helps one another.
- Teaching is excellent and your teachers work hard to plan interesting things for you to do in your lessons. This is helping you to learn well.
- You told me how much you enjoy the very good range of clubs and activities at lunchtime and after school.
- All the adults look after you very well and make sure that you are safe and get help whenever you need it.
- Those of you who have been to other schools before Broadclyst are helped to settle in very quickly and some of you told me how much you enjoy all the things you are now doing.
- The school is led superbly by your headteacher, and all the adults, including the governors, work very well together to improve it.
- I have one recommendation to help your school to get even better:
- To provide new buildings, including a hall, so that you have better facilities for lessons like physical education and drama.

I hope you will carry on enjoying learning and helping your teachers to make Broadclyst Primary School to be an even better school.

Yours sincerely

Colin Lee Lead inspector



18 March 2008

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Lead inspector