

# Broad Chalke Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique reference number</b>	126435
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	381234
<b>Inspection dates</b>	20–21 June 2012
<b>Lead inspector</b>	Anna Sketchley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Gibb
<b>Headteacher</b>	Margaret Pearson
<b>Date of previous school inspection</b>	25–26 November 2008
<b>School address</b>	Newtown Salisbury SP5 5DS
<b>Telephone number</b>	01722 780212
<b>Fax number</b>	01772 781328
<b>Email address</b>	admin@broadchalke.wilts.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	20–21 June 2012
<b>Inspection number</b>	381234



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## Introduction

Inspection team

Anna Sketchley

Additional inspector

Rob Crompton

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 17 lessons and observed 9 teachers. Meetings were held with members of the governing body, staff and groups of pupils. The 130 questionnaires received from parents and carers were analysed. Inspectors observed the school's work and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement and reports written by the local authority. Questionnaires completed by 95 pupils and 4 staff were also evaluated.

## Information about the school

Broad Chalke is a smaller-than-average-sized primary school. Pupils come from the village and the surrounding area. Almost all pupils are of White British heritage and none is at the early stages of learning English as an additional language. The proportion of disabled pupils and those who have special educational needs (supported by school action plus or with a statement of special educational needs) is below average. The proportion of pupils known to be eligible for free school meals is below average. There is a privately run pre-school on site which was not part of this inspection. The school meets the current floor standard, which sets the minimum expectation for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- Broad Chalke is an outstanding school. All groups of pupils make rapid progress and by Year 6 attainment in English and mathematics is high. This is a significant improvement since the last inspection. Information and communication technology (ICT) and sport are also strengths of the school.
- Teaching is outstanding and all teachers assess pupils very carefully, regularly setting targets for improvement. Pupils are fully involved in this process and very clear about how to improve their work. This is another significant improvement since the last inspection. The Reception class provides an excellent start for children. However, there are missed opportunities to evaluate this strong picture by comparing outcomes with national trends at the end of the Early Years Foundation Stage.
- A creative, exciting and exceptionally well planned curriculum fully engages pupils, ensuring that they are highly motivated to learn. Their behaviour is exemplary, especially during lessons where they demonstrate clearly their enthusiasm and highly mature attitudes to learning. Attendance is very high.
- All safeguarding procedures are fully in place and pupils feel very safe in school. They are very well known to all adults and exceptionally well looked after. The school's excellent provision for pupils' spiritual, moral, social and cultural development underpins the extremely positive climate for learning. Excellent relationships and mutual respect exist between pupils and staff, alongside a willingness to contribute together to all areas of school life. Bullying is extremely rare.
- An outstanding leadership team, working together with a skilled and challenging governing body, has ensured that all key issues identified at the time of the last inspection have significantly improved. High quality professional development has led to knowledgeable subject leaders and outstanding teaching. This, together with a reorganisation of staff and systematic performance

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management and monitoring of teaching, clearly demonstrates that the school has strong capacity to build on its many strengths.

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

- Ensure that staff in the Early Years Foundation Stage use national trend data to compare and evaluate outcomes, especially children's achievement.

## Main report

### Achievement of pupils

Children join the Reception class with skills similar to those expected nationally and achieve very well. This very good progress is maintained throughout Key Stage 1 and by the end of Year 2 attainment in reading, writing and mathematics is above average. All groups of pupils make rapid progress throughout Key Stage 2 so that attainment in Year 6 is high in reading, writing and mathematics. Writing is a particular strength throughout the school.

Pupils whose circumstances might make them vulnerable and those who have special educational needs are very well supported and their needs are particularly well met. Through very careful monitoring of interventions the school ensures that these pupils make the same rapid progress as their peers and gaps in attainment are closing over time. Parents and carers support this view making comments such as, 'Both my children required a little extra help and this was identified and acted upon quickly and effectively. They are both now working above the average level of ability for their age.'

Learning in Reception is a hive of activity as adults very effectively promote and extend children's knowledge, understanding and skills at every opportunity. A wide range of resources are used to very good effect, especially when developing reading, writing and number skills. Children show their well embedded counting ability as they count the number of cups required to fill different sized bottles. While playing 'Sound Bingo' they demonstrate their independence as they confidently draw their own grid. All write legibly and most are beginning to join some letters. A very well developed phonics programme throughout the school ensures that by Year 2 all pupils have the skills necessary to build unfamiliar words as they seek to improve their reading. The more-able pupils read with great expression and fluency and have no problem reading words such as 'ingredients', demonstrating that the teaching of reading is well organised and effective. Year 2 pupils participate exceptionally well during a number bonds challenge as they make decisions during a game using the interactive whiteboard. They count backwards and forwards with ease. By the time pupils reach Year 4 the less able confidently use a non-fiction book to find information about the Olympic Games, understanding the difference between the contents, index and glossary, and are able to find quickly the information for which the teacher asks. A short mental mathematics session at the beginning of a Year 6 numeracy lesson

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demonstrates clearly the high level of pupils' numeracy skills as the pupils multiply large numbers together, including decimal numbers. Their excellent knowledge of the key features of descriptive writing enables pupils to use these to very good effect as they write imaginatively about a newly discovered world.

### **Quality of teaching**

Teachers' subject knowledge and methodology are very secure. The teachers interpret the curriculum in imaginative ways using high quality resources to illustrate and support ideas and stimulate pupils' interest. This is particularly the case with ICT, which is very ably used by teachers and pupils during lessons and across subjects. As a result, pupils' ICT skills are very well developed. The curriculum fully supports pupils' spiritual, moral, social and cultural development. A Year 4 'Philosophy for Children' portfolio contains many examples of pupils' personal responses to such philosophical questions as 'Does everyone have genius in them and how do we know?' and 'Does everyone have a weakness and does it matter?'

Lessons are very well planned and organised, maximising staff expertise and the response to pupils' needs, for example in setting pupils by their ability for mathematics across the school. Teachers typically begin every lesson by sharing the learning intention with pupils, recapping briefly on previous work so that pupils know what they are to learn. Pupils' social development benefits from short amounts of discussion time in lessons as the pupils share ideas and learn from one another. High expectations of both work and behaviour and challenging tasks that meet pupils' learning needs contribute to their outstanding achievement.

Pupils with disabilities, those who have special educational needs and those whose circumstances might make them potentially vulnerable are especially well supported by teachers and highly skilled and experienced teaching assistants. This enables them to make similar progress to all other pupils. Teachers are particularly skilled at modifying tasks in lessons and feeding back to pupils during learning sessions because they structure lessons in 'bite sized' parts. This method ensures a very good pace to learning and rapid progress. Great care is taken to identify and share information clearly with pupils, through very good assessment and marking, on how to improve their work. The immaculate presentation of pupils' work and their great enthusiasm and ability to work independently is driven by their excellent behaviour and attitude to all areas of learning.

The vast majority of parents and carers who returned the questionnaire agreed that their children are very well taught, making such typical comments as, 'I cannot speak highly enough of the staff at Broad Chalke school. They are incredibly dedicated and hard-working – truly exceptional.' This view is supported by a recent school questionnaire and the findings of the inspection.

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## **Behaviour and safety of pupils**

Excellent relationships and mutual respect exist between pupils and adults. Recorded incidents of misbehaviour or bullying are very rare, indicating outstanding behaviour over time. This is fully supported by discussions with pupils and results from the questionnaires for pupils, parents and carers. Pupils' welfare and safety are paramount at all times and pupils say they feel very safe in school. Their parents and carers fully support this view. They have a very good understanding of how to avoid hazards. Internet safety is well established. Pupils understand about the different types of bullying, for example physical, emotional or cyber bullying, and none of those spoken with could remember a bullying incident. All of this is supported by pupils' high attendance.

Behaviour in lessons during the inspection was, without exception, outstanding. All staff manage behaviour extremely effectively, supported by the imaginative way in which teachers interpret the curriculum, sustaining pupils' interest. Pupils are unfailingly polite, both to one another and to adults, in lessons, in the playground and when moving around the school. They behave extremely well when not immediately overseen by adults. This excellent attitude helps pupils make rapid progress.

## **Leadership and management**

There has been a very strong and successful drive towards improvement in relation to the issues identified at the last inspection. The leadership team, supported and challenged by very skilled governors, has relentlessly pursued excellence in all of the school's activities, especially teaching and learning, developing a very strong staff team. The quality of teaching is systematically monitored on a regular basis through lesson observations, planning and scrutiny of pupils' work. Teachers have a full understanding of how to use data gleaned from well-established and rigorous tracking, refining methods of assessment to plan next steps in learning, thereby ensuring rapid progress. This close monitoring has informed the school's self-evaluation, enabling leaders to produce the correct priorities. An example of this is the significant improvement in achievement in mathematics and the maintenance of this over time. The swiftly implemented action plans to improve the quality of pupils' writing have resulted in similar success. Regular performance management for all staff has led to correctly identified professional development opportunities which, in turn, have created outstanding teaching and strong subject leadership. However, there is a missed opportunity to develop staff's knowledge of national trends and use this to evaluate and compare the strong progress Reception Year children make. Governors make a significant contribution to monitoring procedures through being linked to classes and subjects. They are highly involved both operationally and strategically and are regularly in school.

The extremely creative curriculum gives pupils excellent opportunities to practise their skills, preparing them very well for the next stage in their education. Pupils leave with many memorable experiences. They spoke enthusiastically about using

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their skills to create their own product and preparing a presentation for a school version of 'Dragons Den'. Opportunities throughout the curriculum ensure that pupils' spiritual, moral, social and cultural development is well supported. Sport, art and music are all strengths of the school, as are the connections with other cultures through links with the Sudan and India. The school has recently been involved with an exciting reciprocal visit to a school in Milan.

Promoting the equality of different groups of pupils is outstanding and the school does not tolerate any kind of discrimination. The governing body and school staff ensure that safeguarding procedures are followed rigorously and regular training and monitoring ensure that a high quality is maintained. The questionnaires of all parents and carers agree that pupils are safe in school.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



22 June 2012

Dear Pupils

**Inspection of Broad Chalke Church of England Primary School, Salisbury  
SP5 5DS**

Thank you for the very warm and friendly welcome you gave us when we visited your school recently and for spending time talking to us. We really enjoyed meeting you and found Broad Chalke to be an outstanding school. These are some of the outstanding things we found.

- You are achieving very well in both English and mathematics and your ICT skills are very good.
- You receive excellent teaching, really enjoy your lessons and have an exceptionally good attitude to your work.
- You enjoy coming to school and are very polite and extremely well behaved. Your attendance is excellent.
- You have a very good understanding of how to stay safe and feel very safe in school.
- The way in which your school is led and managed is outstanding.

All the adults in your school want you to do your very best. Although they know what needs to be done next, we have asked them to do one thing to help the school compare itself with all schools nationally.

- We would like adults in the Reception class to know about how well children of that age nationally perform so that they can compare your school with all other schools.

Please keep working hard.

Yours sincerely

Anna Sketchley  
Lead inspector

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