

# Inspection of Broadclyst Community Primary School

School Lane, Broadclyst, Exeter, Devon EX5 3JG

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Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

From Nursery to Year 6, pupils flourish at Broadclyst Community Primary School. Through the rich curriculum, pupils learn to be kind, respectful and welcoming. They love to help each other, such as at 'family dining' and in the playground. Pupils excel in the many opportunities to develop their learning beyond the classroom. For example, pupils sing in choirs, perform in plays, visit the Houses of Parliament and engage in debates. Pupils are enthused by the many clubs and activities, such as an online 3-D creative building club, chess and drama.

Children in the early years foundation stage learn the routines of school very quickly. They thrive in the early years setting. They learn how to take turns, be kind to others and make friends successfully. Pupils, in all year groups, behave exceptionally well. They are highly engaged, enthusiastic learners. Pupils state that bullying is very rare and that, if it occurs, staff resolve it immediately. Pupils' emotional well-being is a priority. Pupils feel safe and very well cared for.

Pupils have a breadth of leadership opportunities, such as 'student voice', where they campaign for better road safety. Parents are overwhelmingly positive about the education their children receive at the school, describing it as 'absolutely fantastic' and 'simply exceptional'.

## **What does the school do well and what does it need to do better?**

Leadership is outstanding. Leaders' vision for the academic, social and emotional success of all pupils is shared by staff. Leaders' focus on ensuring that every pupil receives an outstanding education is relentless. Their high expectations and aspirations for pupils ensure that they excel in all areas of the curriculum.

Reading is prioritised across the school. From Nursery to key stage 1, pupils learn to read confidently. Leaders have embedded a highly effective early reading programme. This enables children in Nursery to learn about sounds and early writing skills, preparing them for deeper learning in Reception. As a result, pupils in key stage 1 are eager and successful readers. The library is an engaging resource for pupils to use. Pupils are avid readers and relish listening to their teachers reading high-quality novels. In early years, children are immersed in a breadth of texts and stories. They develop very strong language skills through learning to read and discussing stories.

Leaders have constructed an exceptional curriculum. From Nursery to key stage 2, pupils are enthused by their learning. The curriculum enables pupils to learn complex concepts progressively. Teachers plan exciting learning, enriched by digital technology. Learning is adapted so that all pupils learn the curriculum well, with appropriate support provided where required. This ensures that all pupils, including pupils with special educational needs and/or disabilities (SEND), learn successfully.

Leaders have enriched the curriculum with a breadth of opportunities for pupils, such as the TV studio and the enterprise project. Pupils speak very highly about these learning experiences. These have been designed using subject experts in some areas of the curriculum. For example, the art curriculum is informed by art specialists. From early years to Year 6, pupils learn a well-sequenced art curriculum that enables them to use a range of media. Reception children were observed eagerly learning about the style of the artist Kandinsky.

Children in early years get a great start to their education. Children's learning in Nursery is built upon with expertise in Reception. This prepares them very well for learning in key stage 1. Leaders and staff prioritise children's personal, social and emotional development. Very positive relationships between adults and children ensure a strong understanding of feelings and social interaction. Similarly, pupils' personal development is embedded in the curriculum. Pupils receive mentoring, enabling them to discuss academic and emotional issues. Through the curriculum, there is a very strong focus on language development, encouraging pupils to talk about the world around them and the issues they may face.

Pupils with SEND and those in receipt of pupil premium funding prosper through well-targeted support that enables them to learn well. Leaders ensure that pupils access the rich breadth of visits and trips.

Pupils' attendance is very strong. Leaders have ensured that pupils behave well and follow routines. The learning environment is orderly and harmonious.

Trustees hold school leaders to account. They gather pertinent information, which they use to ask challenging questions. Staff are overwhelmingly positive. They are very proud to work at the school. Early career teachers receive strong support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Leaders are vigilant about the physical and emotional safety of pupils. Staff receive training so that they can recognise potential risks to pupils. Staff record any concerns in a timely manner so that pupils and families receive the help required. Trustees check the effectiveness of the school's safeguarding arrangements, including safer recruitment procedures.

The curriculum helps pupils to know how to keep themselves safe. They learn about online safety and the importance of keeping physically healthy.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136280
<b>Local authority</b>	Devon
<b>Inspection number</b>	10228859
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	510
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Samantha Chapman
<b>Headteacher</b>	Jonathan Bishop
<b>Website</b>	<a href="http://www.bcps.org.uk">www.bcps.org.uk</a>
<b>Date of previous inspection</b>	18 March 2008

## Information about this school

- Broadclyst Community Primary School is part of the Cornerstone Academy Trust. The school converted to an academy in January 2010.
- The headteacher is also the chief executive officer of the multi-academy trust.
- There is a breakfast club and after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and members of the leadership team.
- Inspectors held discussions with the chair of the trust board and two trustees.

- Inspectors carried out deep dives in English, early reading, mathematics, physical education and art. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- An inspector listened to pupils from Years 1 to 3 read to an adult.
- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- Inspectors reviewed behaviour in lessons and around the school.
- Inspectors met with staff to consider their views.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

### **Inspection team**

Susan Aykin, lead inspector

His Majesty's Inspector

Wendy Marriott

Ofsted Inspector

Carl Thornton

Ofsted Inspector

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