

# Broadlands Primary School

Prospect Walk, Tupsley, Hereford, HR1 1NZ

**Inspection dates** 29–30 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress has been slow and inconsistent for some time. Standards at the end of Year 6 were below average in reading, writing and mathematics in the 2013 national tests.
- Pupils supported by pupil premium funding have made insufficient progress because, until recently, the funding has not been used effectively.
- Teaching is inconsistent. Teachers' planning is not always accurate enough to enable different groups of pupils to make good progress. There is a lack of dialogue between teachers and pupils about their work.
- A large majority of pupils behave well and have good attitudes to learning, but a small number can sometimes be disruptive and disturb the learning of others. Although rising, attendance is still not high enough.
- Some school leaders have had insufficient opportunities to develop their skills, and have not been able to play a full part in the leadership of the school.
- The partnership of the new school leadership with a minority of parents is not yet fully developed, because some of them feel they do not receive sufficient information about school changes.

### The school has the following strengths

- The experienced and decisive executive headteacher and senior leadership team are effectively leading many important improvements, notably pupils' achievement and behaviour.
- Pupils are now making better progress and reaching higher standards, especially in reading and mathematics.
- Pupils are well cared for, kept safe and enjoy their learning because they have good attitudes and most are eager to do well.
- There are good relationships throughout the school, and staff share the same ambitions for school improvement.
- The school's provision and planning for the needs of pupils supported by pupil premium funding, and disabled pupils and those with special educational needs are much improved.
- The school is benefiting very successfully from its growing partnership with Aylestone Business and Enterprise College.

## Information about this inspection

- Inspectors observed 15 lessons. Seven of these observations were carried out jointly with the executive headteacher or one of the deputy headteachers.
- Meetings were held with pupils, the executive headteacher, members of the management team, other staff with significant responsibilities, and two governors. An inspector spoke to a representative of the local authority on the telephone.
- Inspectors discussed teaching and pupils' progress with class teachers. Pupils' books and records of their progress were examined.
- Inspectors listened to pupils' reading and discussed their reading experiences with them.
- The inspectors took account of 28 responses to Parent View, the online questionnaire for parents, and 20 responses to the staff questionnaire. They met informally with parents at the start of the school day.
- A range of documentation was examined, including the school's development plans and self-evaluation, safeguarding arrangements, school policies, and records of checks made by school leaders on the quality of teaching.

## Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Linda Phillips

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Since September 2013, the school has been led by an executive headteacher who is also the headteacher of the neighbouring Aylestone Business and Enterprise College. In addition, a senior leadership team from the College has joined the leadership team at Broadlands. Initially this arrangement, agreed by the two governing bodies, is a service agreement for two years. It is an extended partnership which is providing support and a wide range of additional resources, including teachers, for Broadlands.
- Most pupils are White British, the remainder coming from a range of other ethnic heritages. A small proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action, and the proportion supported at school action plus or with a statement of special educational need are both above average.
- The proportion of pupils supported by the pupil premium funding is above average. This is additional government funding provided for children in the care of the local authority, pupils who are known to have been eligible for free school meals in the last six years, or who are members of families in the armed forces.
- The school meets the governments' current floor standards, which set the minimum expectations for attainment and progress.
- The school has a Nursery in the mornings, a full-time Reception class and six other single year classes.
- The school provides a popular after-school club.

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

- Improve teaching and learning, so that most is good or better, by:
  - ensuring that that teachers plan for the progression of all their pupils according to their abilities and individual needs
  - improving the consistency of teaching, so that all lessons motivate and challenge pupils
  - developing consistency in marking, especially in the opportunities pupils are given to respond to teachers' written or verbal comments.
- Ensure that pupils use their better reading and phonic skills to accelerate their improvement in writing.
- Develop and strengthen the present partnership with parents and carers by:
  - enabling all parents to gain a clear understanding of the school's priorities for improvement, and its growing partnership with Aylestone
  - taking measures to ensure that all parents know how they can bring their concerns or issues to the attention of staff or leaders
  - introducing more opportunities for parents to join with the school in working for the benefit of their children's education and personal development.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because pupils' progress has been slow for too long throughout the school in reading, writing and mathematics.
- Children enter the Nursery and Reception with skills and experiences below that typical for their age, particularly in understanding their feelings and their communication skills. They make steady progress throughout the Early Years Foundation Stage. Their progress is increasing this school year as a result of better teaching, although most are still below expected levels by the time they go into Year 1.
- In the last two years, standards at the end of Year 6 were below average in English and mathematics. Few pupils made sufficiently good progress to reach average or above average levels, because teaching was insufficiently challenging and the expectations of what pupils could achieve were not high enough.
- There is now significant evidence throughout the school in lessons, data and pupils' books to show that progress has increased rapidly since last September. Many pupils are making better progress and making up lost ground, especially in reading and mathematics, although progress in writing skills is slower.
- Progress is less haphazard than in the past and is becoming more consistent across all years. It is being driven strongly by school leaders, who have introduced regular detailed half-termly checks of progress, ensuring that pupils do not fall behind in their learning and are supported and taught effectively.
- The progress made by disabled pupils and those who have special educational needs has been typical of the progress of other pupils in requiring improvement. Achievement has been inconsistent, but is also now improving because these pupils are receiving more individual attention and guidance tailored to their particular needs.
- Other groups of pupils, including those with English as an additional language and pupils from minority ethnic backgrounds, are showing similar improvement in their progress. However, like all pupils, this has not yet been sustained for a significant length of time.
- Pupils supported by the pupil premium have not made sufficient progress in the past. Until a few months ago, their funding was not used effectively. Their attainment, already at least a year behind other pupils in English and mathematics, was not narrowing quickly enough compared to that of other pupils. However, leaders have taken rapid action; the progress made by eligible pupils is forging ahead and the gap has already narrowed substantially. This is because teachers and effective teaching assistants have a much better understanding of pupils' progress. They use this knowledge effectively to plan well-focused learning for small groups of pupils or for one-to-one tuition.
- Pupils' progress in the learning of phonics (letters and the sounds they make) is average. More consistent teaching is helping to improve pupils' reading and writing, especially in the earliest years. Older pupils who have been taught phonics inconsistently through the school have less confidence in using these skills.
- Pupils read enthusiastically and have regular opportunities to read to adults at school. They

record what they have read and some adults make comments, but not all these records are well-kept. Although they read regularly, few pupils read from other sources such as magazines or newspapers.

- Pupils are beginning to progress well in a number of other subjects, sometimes as a result of specialist teaching from Aylestone teachers in, for example, information and communication technology and music. This also happens in physical education and sport where the primary school sports funding is helping improve pupils' skills and fitness by providing skilled teaching support.

## The quality of teaching

## requires improvement

- Teaching requires improvement because pupils have not been reaching the levels of skill and knowledge of which they are capable. Few pupils have attained high standards in reading, writing or mathematics, and until recently teachers have found it difficult to raise the rate of progress of many pupils.
- School leaders have grasped the nettle in the last year. Rigorous monitoring and support for teachers has resulted in much improved teaching, although there remains inconsistency in some aspects.
- Teachers have had some success in raising standards and progress, especially in reading and mathematics. The continued positive development of the teaching of phonics has helped the progress of younger pupils and lower attaining pupils, especially those who have struggled in the past.
- Teachers are working hard to increase pupils' progress in writing, which is proving more challenging because of a legacy of weak writing skills. However, an example of outstanding teaching was observed when pupils working on their 'Big Write' in Year 3 all produced high quality fantasy stories based upon a flight on a turtle. Their learning was enhanced by a calm and hushed learning atmosphere, and they used many imaginative words and phrases in their writing such as, 'I soared and plunged on the turtle's back', and 'Oh, my giddy aunt!'
- Not all teaching offers sufficient motivation or challenge so that pupils' progress increases quickly. For some pupils the work they were given was sometimes too hard; for others, including the most able, it was too easy and did not stretch their learning... As a result, pupils become distracted and, occasionally, disruptive.
- An example of good practice in catering for pupils' differing needs was seen in Year 2 when pupils wrote the beginning of a story about animals in the style of a well-known author. The teacher had good expectations and questioned pupils skilfully, encouraging the more able to think deeply and explain their ideas. Meanwhile, the teaching assistant engaged lower attaining pupils in good learning of phonetic skills which helped them write with greater accuracy and choice of vocabulary.
- Some marking of work by teachers is helpful and guides pupils' learning. In other instances, it has little effect, offering praise almost exclusively and not correcting basic errors. Although some teachers ask pupils to respond in their books to their learning or marking this is undeveloped, often only consisting of 'thanks' or 'OK' from the pupil.

- Teaching in the Early Years Foundation Stage is improving because staff are encouraging children to make choices and be less reliant on adults. Adults concentrate well on raising children's communication skills through the development of better speaking skills and wider vocabularies, which they model effectively.
- There has been much improvement in the tracking of pupils' progress. Teachers have been greatly helped by far more detailed interpretation of data and the good guidance and expertise of school leaders.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. Although most pupils behave well in classes and around the school, a small number are sometimes disruptive and disturb the learning of others.
- In the past, this has led to an above-average number of exclusions. These have fallen markedly in the last few months as a result of the introduction of a new behaviour system. Pupils understand this clearly, and are very familiar with the sanctions and rewards for their behaviour.
- Children in the Nursery and Reception classes learn quickly what is expected of them and understand many social routines such as sharing, helping each other and tidying up. This contributes to their good behaviour.
- The school's work to keep pupils safe and secure is good. They are confident that the adults in school will take good care of them. Pupils feel safe in school and say that most other pupils behave safely, although several can recall incidents where boys have behaved badly and 'done silly things'.
- Most pupils have a good understanding of different ways in which they can be bullied, including 'name-calling, picking fights and messages on the internet or phones'. They say that there was some bullying a year or two ago, but that it does not happen now. They are confident in turning to staff for help, should they need to.
- Pupils' attitudes to learning have improved as a result of more stimulating teaching directed particularly to their interests. In discussion they named a number of learning activities which they particularly enjoyed, such as the Second World War, the Egyptians, algebra and 'Graffiti in Art'. However, a number of pupils remarked on how much they disliked sports day with one saying, 'I hate being embarrassed in front of a lot of people.'
- Pupils behave well outside and in the dining hall, where they chat sociably and are careful not to drop food and debris on the floor. In spite of natural exuberance, they move safely around school.
- Attendance has been below average for several years but has risen in the last year. There remains inconsistency though, and school leaders have introduced further rigorous procedures in order to improve both attendance and punctuality.
- Pupils are proud of their school and their uniform, and are keen to show their badges and awards for good work or behaviour.
- A small number of parents and staff feel that pupils are not well behaved, but others comment that behaviour has improved in recent months.

**The leadership and management** requires improvement

- Since September 2013, the significant changes to the leadership and management of the school have led to a transformation of the staffing structure. The senior management team of Aylestone Business and Enterprise College, led by its experienced headteacher, has taken over the responsibility of leading Broadlands.
- This team has an excellent track record of successfully supporting another nearby primary school in recent times. There is already compelling evidence that this experience is helping strong improvement in many areas at Broadlands. However, leaders agree that it is still too early to judge that their impact has been sustained for sufficient time for leadership and management to be judged as good.
- Many initiatives have led to tangible improvement. This includes improvements in the attainment and achievement of all pupils, more effective teaching, a better knowledge of the progress of pupils, and their more positive attitudes and behaviour.
- In the past, subject leaders have had few opportunities to develop their management skills. The present senior leadership is guiding other leaders effectively towards being able to channel their enthusiasm into successful management, although there is still more to do.
- The management of teaching is much improved because of the introduction of more effective methods of regularly evaluating the performance of teachers in relation to how their pupils are progressing. Teachers are benefiting from good opportunities to develop their skills through training in order to support school priorities, and the improvement of their own practice.
- School leaders promote equal opportunities and cooperation strongly. This results in no discrimination and contributes positively to the improved behaviour of pupils and the better promotion of their spiritual, moral, social and cultural development.
- The local authority has worked closely with the school recently in helping to plan the way forward and through offering guidance to the Early Years Foundation Stage. It continues to work closely with leaders and governors in order to continue the school's improvement.
- A sizeable majority of parents and carers indicate through Parent View and the school's own survey in November 2013 that they are happy with the education their children are receiving, and the new initiatives brought in by the new leadership.
- However, a minority feel uncertain about some changes, mainly because they feel they do not have sufficient information about what is going on. Leaders recognise that, although they believe they are doing their best in this respect, there is still scope to develop a stronger partnership promoting mutual trust and shared aims for the successful education of pupils.
- **The governance of the school:**
  - The new Chair of the Governing Body has a very thorough knowledge of the school's strengths and priorities for improvement. She is supported by an enthusiastic team of governors, some of whom are newly appointed. They are determined to learn as quickly as possible. Many have already undertaken training, and they are working directly with assigned leaders whom they can challenge and make accountable. Governors realise that in the past they have not challenged school leaders enough, and have relied heavily on receiving information rather

than finding things out for themselves. Governors are developing a greater understanding of policy guidelines for the pay progression of staff, especially relating to performance targets set for teachers based on the achievement of their pupils. Governors now monitor pupil premium spending and have a clear awareness of the performance of these pupils. They have a developing understanding of the new sports funding, how it is being used and its effect on the skills and health of pupils. Governors ensure that safeguarding meets requirements and that school policies are regularly reviewed.

## 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>	116679
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	431126

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kirsty Sherwood
<b>Executive headteacher</b>	Susan Woodrow
<b>Date of previous school inspection</b>	28 June 2012
<b>Telephone number</b>	01432 266772
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