

Broadwas CofE Aided Primary School

Broadwas-on-Teme, Worcester WR6 5NE

Inspection dates 6–7 July 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governors have been responsible for rapid improvements in leadership, teaching and outcomes for pupils since the last inspection. Parents and carers are overwhelmingly positive about the school.
- More senior teachers are now involved in checking the quality of teaching and outcomes for pupils, extending the capacity of leadership in the school.
- Pupils' standards in reading, writing and mathematics are above average in key stages 1 and 2. Pupils have made good progress from their different starting points.
- Pupils currently in the school are making good progress as a result of carefully planned activities that enable them to do well. Teachers plan appropriately challenging work for most-able pupils to ensure that they do as well as they can.
- Outcomes for children in the early years are good as a result of high expectations and a rich indoor learning environment.
- Pupils behave well. They are articulate and confident. Older pupils thrive on taking on additional responsibilities, including supporting younger ones with their work.
- Governors are providing an increased level of challenge to the school's leaders, especially through regular monitoring days. They evaluate much of the school's work very well.
- Leaders promote pupils' spiritual, moral, social and cultural development very well. The school's 12 core values underpin the whole life of the school.

It is not yet an outstanding school because

- The extent to which senior teachers have taken on enhanced leadership roles is variable. Leaders have not evaluated the impact of the pupil premium in sufficient detail.
- The early years outdoor environment is very limited in its size and scope.
- Lower-attaining pupils who need to catch up rapidly are not as consistently well challenged in their work by teachers and additional adults as other pupils are.

Full report

What does the school need to do to improve further?

- Leaders and governors should ensure that:
 - there is a more equitable balance in the enhanced roles taken on by senior teachers in monitoring teaching and pupil outcomes
 - the impact on eligible pupils of different activities funded by the pupil premium is more fully evaluated
 - the early years provision has the necessary space and resources to develop the outside freeflow area for children.
- Teachers should ensure that:
 - they consistently provide challenging work for lower-attaining pupils who need to catch up rapidly
 - additional adults are consistently deployed effectively to support and challenge pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has overseen significant improvements in teaching, outcomes and middle leadership since the school was last inspected in 2014. Parents, staff and pupils share his view that this is a good school and are highly supportive of him. Parents who responded to Parent View and freetext, as well as parents and pupils spoken to by the inspector, were overwhelmingly positive about the school. All parents who responded to Parent View said the school was well led and managed. The overwhelming majority said they would recommend the school to another parent.
- The capacity of leadership has been strengthened through the allocation of additional responsibilities to senior teachers. Most now have enhanced roles in analysing pupil performance information and some, including in mathematics, for checking the quality of teaching in lessons. All have responsibilities linked to the school action plan priorities.
- Leaders have been well trained to fulfil their additional responsibilities through external support. They now also present reports to governors for their areas of responsibility.
- The headteacher and middle leaders know the strengths and areas for development in the school as well as in their areas of responsibility. Similarly, the headteacher and those other leaders who observe lessons have an accurate view of the quality of teaching. Where additional support, challenge and training have been put in place through performance management it has led to improvements.
- Improvements in teaching have led to better outcomes for pupils. Consequently, pupils who have made good progress are well prepared for secondary school by the time they leave Year 6. Progress of different groups of pupils and individuals is tracked very closely. This enables leaders to identify early on any pupils at risk of falling behind.
- Leaders are closely focused on ensuring that most-able pupils are challenged to do as well as they can. Their scrutiny of pupils' books ensures that they are checking the impact of this.
- Leadership of special educational needs is a strength of the school. Leaders know very well the needs and progress made by the very small number of pupils on the register through individual 'provision maps' and regular reviews.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Assemblies are linked to the school's 12 values, for example promoting forgiveness through the words of the Lord's Prayer and the life of Nelson Mandela. A recent trip to Birmingham gave key stage 1 pupils an experience of life in the city and direct contact with pupils from a culturally diverse school.
- Leaders promote British values well. Pupils experience democracy through mock elections and voting for house captains. Pupils are encouraged to visit other places of worship to challenge stereotyping around extremism and radicalisation.
- Pupils follow a broad and balanced curriculum with a wide range of subjects, including geography, history French and music. Pupils spoken to were particularly positive about extra-curricular activities, such as trips, music festivals and the outdoor environment.
- The primary school physical education and sports funding is used very effectively to promote increased pupil uptake in sport, especially for girls. The school has published details of the last three years to demonstrate the impact of increased girls' participation. This has contributed to the school's promotion of equal opportunities. The pupils are currently county netball champions and have participated widely in cross-country races.
- Leaders have sought external support and challenge through a national leader in education and from the local authority through project board meetings and an external review.
- There is variability in the enhanced leadership responsibilities delegated to senior leaders and the extent to which they are accountable for monitoring of teaching and outcomes for pupils.
- Evaluation of the impact of the pupil premium on the very small number of eligible pupils has been limited. Leaders have funded the same activities for the last three years without reviewing fully their impact.
- **The governance of the school**
 - Governance has significantly improved following changes made after the most recent monitoring visit. Members of the governing body are aspirational to improve further. Newly appointed governors are very knowledgeable and provide the governing body with considerable educational experience. This has enhanced their capacity to challenge leaders as well as support the school. They are actively

involved in checking aspects of the school's performance. Governors have established half-termly 'monitoring days' where the agenda is linked to an aspect of the school's development plan, for example the progress of most-able pupils. Members visit lessons, look at pupils' work and scrutinise performance information. They routinely secure the views of pupils and parents through a culture of consultation. All members have designated areas of responsibility, which they carry out with diligence. They monitor the performance management of staff well.

- Governors have not sufficiently evaluated the impact of pupil premium funding or challenged leaders as to whether all activities funded are beneficial.
- The arrangements for safeguarding are effective. Staff are well trained to ensure that safeguarding remains the top priority for the school. All appropriate checks on staff and risk assessments are carried out thoroughly. Governors have also been well trained to ensure that they hold leaders to account for meeting their statutory responsibilities.

Quality of teaching, learning and assessment is good

- Teachers manage mixed-age and mixed-ability classes effectively. They plan well for the wide range of pupils' starting points and set challenging work for most-able pupils. This ensures that these pupils, as well as the very large majority of others, are doing as well as possible.
- Teachers set high standards for pupil behaviour, which ensures that there are no disruptions to learning. They rarely need to use the sanctions in place for misbehaviour. Relationships between adults and pupils are highly positive and reinforce the culture of learning in the classroom.
- Teachers use questioning effectively to ensure that pupils understand their work. In a key stage 2 mathematics lesson, for example, mini-whiteboards were used well so that all pupils could write their answers and the teacher could see quickly those who still needed further help.
- Pupils have many opportunities to develop their writing for a range of purposes and across subjects, for example using a formal style to describe a new species of animal in key stage 2 and sorting and organising facts about the moon in key stage 1. Pupils know how to edit their own work and are accomplished at marking the work of their peers, giving constructive feedback and identifying any errors in grammar or punctuation.
- All parents who responded to Parent View said their children were taught well.
- Teaching of phonics is good. This ensures that pupils are well grounded in developing the decoding skills they need to tackle unfamiliar words as they take on more demanding reading texts in key stage 2.
- Teachers' feedback to the very large majority of pupils, especially those who are most-able or middle attaining, is very good. Pupils understand how they are doing and what they need to do to improve. They respond enthusiastically to the extension tasks and challenges which are set by teachers.
- Additional challenges for the very small number of lower-attaining pupils who need to catch up are less consistent. While much of the work is of the same high quality as that for other pupils, there are a few occasions where lower-attaining pupils complete all the work set for them successfully but are not then given the opportunity to tackle more difficult tasks to extend their learning further.
- Most additional adults are deployed well by teachers to support individual pupils or groups well through effective questioning. Very occasionally, they intervene too quickly to complete tasks on behalf of a small number of lower-attaining pupils. This prevents these pupils from developing their own understanding and does not move their learning forward quickly enough.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between pupils are very good. Older pupils look after younger ones well and act as 'book buddies', sharing books and encouraging reading for pleasure. Groups of older pupils also go into younger pupils' classes to support them with their learning in geography and act as 'agents of technology' in information technology lessons.
- Pupils spoken to were overwhelmingly positive about school and their learning. Pupils thrive on the

opportunity to take on additional responsibilities, such as chairing the school council or looking after the library.

- Pupils lead Christian worship once a week. They are responsible for planning and leading these assemblies. They are also well informed about other faiths, including Hinduism and Islam. They show respect towards the beliefs and faiths of others.
- They are also actively involved in fundraising for charities, including Christian Aid, Sport Relief and Comic Relief. Pupils have established links with and support for other countries, for example sponsoring a pupil in India and sending laptops to Malawi.
- Pupils are very sociable and confident in speaking to adults. They are polite and friendly.
- Pupils know about British values such as democracy, having experienced voting for school council representatives. They are aware of the recent referendum on the European Union and the role of the Prime Minister. Pupils also chose and voted for the school's 12 values.
- All pupils spoken to said they felt very safe in school. They know what to do in potentially unsafe situations on roads and pathways out of school and know procedures if they are concerned about anything they see on the internet. A large display in school reminds pupils of the importance of e-safety.
- All parents who responded to Parent View said their children felt safe in school.
- Bullying and name-calling is very rare according to pupils. On the very few occasions it occurs it is dealt with well, promptly and firmly.

Behaviour

- The behaviour of pupils is good. Pupils reported that, apart from a couple of recent isolated incidents, it is typically of a high standard. They know what to do if they experience or witness any incidents of misbehaviour and are aware of the series of sanctions in place, the most serious of which, they said, adults never need to implement.
- There have been no fixed or permanent exclusions in school in recent years.
- Pupils behave well in lessons and move sensibly around the school, for example to and from assembly. They play well together during breaktimes in a calm, orderly environment.
- In lessons, pupils enjoy their learning and show a voracious appetite for reading. According to one pupil spoken to, 'it takes you to another world'. All parents who responded to Parent View said their children were happy in school.
- Attendance is above average. It is on a three-year trend of continuous improvement and current rates of attendance for this academic year are even higher. At the time of the inspection, one in eight of children on roll had 100% attendance for this academic year and five in eight pupils had a current level of attendance above 97%. Rates of absence are below average for all pupil groups. There has been no persistent absence in the last three years.
- Almost all parents who responded to Parent View said the school made sure its pupils are well behaved.

Outcomes for pupils

are good

- Current pupils are making good progress across year groups and a range of different subjects in addition to English and mathematics. This is supported by pupil performance information provided by the school and backed up by work seen in pupils' books.
- Most-able pupils are doing particularly well because of the way teachers consistently challenge them through extension tasks to develop their thinking further.
- The numbers of disadvantaged pupils and pupils who have special educational needs and/or disabilities are too small to comment on the progress they are making.
- Provisional results from the tests and assessments taken by pupils currently in Years 2 and 6 indicate that they have done very well. They show that standards in reading, writing and mathematics at the end of key stage 2 are above the national average. There are no published national benchmarks yet for the end of key stage 1 in 2016, but again the proportion of pupils achieving or exceeding age-related expectations this year is high in reading, writing and mathematics.
- In last year's confirmed test and assessments in Year 6, standards were well above average in all subjects, preparing pupils well for secondary school. The proportion of pupils achieving the highest possible levels in reading, writing and mathematics was very high. All pupils made at least expected progress, although the proportion making more than expected progress was below average. There were

just 10 pupils in the cohort last year, however.

- The proportion of pupils who reached the expected standard in phonics in Years 1 and 2 was above average in 2015 and is on a three-year rising trend.
- All parents who responded to Parent View said their children were making good progress.
- The strong progress made by middle-attaining pupils and most-able pupils currently in school is not as consistently high for the very small number of lower-attaining pupils who need to catch up.

Early years provision

is good

- Early years is led well. The stimulating indoor environment encourages children to engage in a good mix of child-led and teacher-initiated tasks that support their learning well.
- All children achieved a good level of development in 2015. That cohort of children had joined the school at above average typical starting points. This year's Reception class started at broadly average typical starting points and a high proportion of them are set to achieve a good level of development by the end of the academic year.
- Teachers and other adults set high standards for children's work, which is presented well in their books. Children are set appropriately challenging work by teachers and adults. If they successfully complete the work it is followed up by extension tasks to which they respond enthusiastically. This prepares them well for the expectations of Year 1.
- Children take on everyday activities, such as counting real money, with relish. They engage well with each other on tasks for a real purpose.
- Adults use working walls in literacy and numeracy well, so that pupils can see how they are doing and assess their own learning against targets set for them by teachers.
- Assessment systems are rigorous and track the progress of children regularly.
- Children in Reception are articulate and confident when speaking to adults and to one another. They resolve issues with each other rather than wait for an adult to sort it out.
- There are good links with the off-site pre-school provision next door. This helps smooth the transition from Nursery to Reception.
- Links with parents are good. There is daily contact with adults and parents at the entrance. The online recording of children's 'learning journeys' means that parents can access these, work on targets with their children and upload their responses from home.
- The outdoor environment is very limited in its size and capacity. It doubles up as a thoroughfare for parents at the start and end of the school day. This limits the extent of the outdoor provision. However, the school's grounds are extensive and the children access these outdoor areas in their weekly 'Wellie Wednesday' outdoor learning sessions.

School details

Unique reference number	116870
Local authority	Worcestershire
Inspection number	10009256

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Lynn Gill
Headteacher	Mark Allen
Telephone number	01886 821347
Website	www.broadwas.worcs.sch.uk
Email address	office@broadwas.worcs.sch.uk
Date of previous inspection	11–12 February 2014

Information about this school

- Broadwas is much smaller than the average-sized primary school.
- The proportion of pupils who have special educational needs and/or disabilities is about one in 15, which is well below the national average. There were no pupils with a statement of special educational need or education, health and care plan at the time of the inspection.
- Almost all pupils are White British and speak English as their first language.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is well below the national average.
- The proportion of pupils who join or leave the school mid-way through a key stage is above the national average.
- The headteacher was in post at the time of the last inspection. The chair of the governing body was appointed in 2014. There has been a high turnover of governors since the last inspection.
- Three senior teachers have been given additional middle leadership responsibilities.
- Based on their 2015 results, the school meets the government's floor standards. These are the minimum standards expected for pupils' learning and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- There is a pre-school provision next door to the school, which is off-site and not overseen by the governing body. Most pupils transfer from there to Reception.

Information about this inspection

- The inspector observed six lessons or parts of lessons, all of which were jointly observed with the headteacher. In addition, the inspector made a number of other short visits to lessons and other activities, for example to look at pupils' books, observing an assembly or additional support provided for pupils.
- The inspector heard pupils read during lessons.
- The inspector held meetings with the headteacher, other leaders, other members of staff and a group of pupils. He held meetings with seven members of the governing body including the chair. The inspector also spoke by telephone to a representative from the local authority.
- The inspector took into account 37 responses to the online questionnaire, Parent View, and 36 Parent View freetext responses. He also spoke to five parents at the school gate.
- The inspector observed the school's work and scrutinised a number of documents, including the school's own self-evaluation, improvement plan and school information on pupils' recent attainment and progress. He also considered behaviour and attendance information, policies and procedures including special educational needs, pupil premium, sports premium, safeguarding, child protection and behaviour.
- The inspector reviewed the minutes of the recent governing body meetings.

Inspection team

Mark Sims, Lead inspector

Her Majesty's Inspector

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