

Broadwas CofE Aided Primary School

Inspection report

Unique Reference Number	116870
Local Authority	Worcestershire
Inspection number	290661
Inspection date	27 June 2007
Reporting inspector	Peter Callow

This inspection of the school 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 on roll	
School	81
Appropriate authority	The governing body
Chair	Simon York
Headteacher	Sandra Logan
Date of previous school inspection	5 November 2002
School address	Broadwas Worcester WR6 5NE
Telephone number	01886 821347
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Pupils who attend this small school come from a wide variety of backgrounds, but all are of White British heritage. Two thirds come from outside the village of Broadwas. A large majority of them join the school after the Reception year and most have learning difficulties or statements of special educational need. Overall, the proportion of these pupils in the school is about twice the national average.

Half of the teaching staff has changed in the last year. The school has received a significant number of awards in recent years, including Investors in People, Eco Schools Silver, ArtsMark Gold, Healthy Schools, information and communication technology (ICT) Mark and NAACE (National Association of Advisors for Computers in Education) Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Broadwas has made excellent progress since it was last inspected. Then it was judged to be good and now it is outstanding. This is the result of the headteacher, staff and governors having an extremely accurate understanding of the school's strengths and areas for development. Outstanding leadership and management at all levels ensure that every child, and particularly those who are vulnerable, develops confidence and feels happy and safe. As a consequence, pupils flourish. Whatever pupils' background or abilities, the excellent care, guidance and support they receive enable each one to make the progress of which he or she is capable. As one parent said, 'The school goes over and above what it needs to do. This makes for a really happy school where children blossom'.

Pupils' achievement is outstanding and standards have been significantly above average at the end of Year 6 for three of the last four years. The only reason that standards are not consistently and exceptionally high by the time pupils leave is because of the higher-than-average proportion of pupils in each year group who have learning difficulties and statements of special educational need. Whilst standards are above average at the end of the Reception year, they are generally broadly average at the end of Year 2 because of the numbers of these pupils who have recently joined the school. The very effective self-evaluation of the school's performance by leaders has led to a strong focus this year on trying to raise standards in writing in all year groups to the same high level as in reading. The gap has closed considerably, but the school is aware that there is scope for even more improvement.

Children start to thrive as soon as they join the Reception year because of comprehensive induction procedures which help them to settle quickly and because of outstanding provision. Recent changes, inspired by a staff visit to Finland, provide an important emphasis on learning through play, which is giving pupils even greater confidence and self-esteem. Outstanding teaching and learning, as well as the outstanding curriculum, begin in the Reception year and continue as pupils move up through the school. A real strength is the work that the school is doing in helping pupils to take more responsibility for their own learning and to think about the different ways in which they learn. Pupils' awareness and understanding of their next steps in learning is exceptional across the school as the result of a consistency of high quality marking and oral feedback and a very thorough approach to target setting. The use of 'Thinking Actively in a Social Context' (TASC), for example, is starting to develop problem-solving and thinking skills in some areas of the curriculum and staff realise the potential of developing this approach even further.

The extremely strong pastoral care given by all adults greatly supports pupils' personal development and well-being, which is outstanding. Pupils' behaviour is excellent. They have exemplary attitudes to their work and to each other. The school's Christian and family values are plainly evident in the considerable responsibilities that pupils undertake and the respect that they show. The contribution that they make to the wider community is highly significant, regularly organising fund-raising activities over a number of years to send a girl to school in India.

What the school should do to improve further

- Raise standards in writing to the same high level as in reading.
- Provide more opportunities for pupils to develop problem-solving and thinking skills across the curriculum.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. Children generally enter Reception with standards similar to those normally expected, although because year groups are so small, there is a lot of variation between years. The majority exceed the goals for learning expected by the end of the Reception year. Pupils of all abilities make good progress and nearly all make outstanding progress from whenever they join the school to the time they leave in Year 6. Standards in the current Year 2 are above average. However, standards, as indicated by national test results, are generally broadly average at the end of Year 2. This is because of the significant number of pupils with learning difficulties and statements of special educational need who join after the Reception year.

In recent years, standards at the end of Year 6 have been significantly above average. However, in 2006, they were not as high as in previous years because a high proportion of pupils either had learning difficulties or statements of special educational need. All pupils in the current Year 6 look set to meet or exceed the challenging targets that they have been given. Standards in writing this year have moved closer to the same high standards as in reading. This has been achieved through a well-planned programme of staff professional development and pupils having a carefully structured writing time each week, known as 'Big Writing'. Standards in art and ICT are well above average across the school.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They are very confident and friendly and extremely polite and helpful. Older pupils, for example, showed considerable care and consideration for younger pupils by looking after them recently on a school trip to the Great Malvern Show. Members of the school council acknowledged this by presenting congratulatory certificates to their peers in the act of worship that they led on the theme of special gifts and talents.

Pupils of all ages are keen to talk about how much they enjoy school. They say how kind everyone is, that there is no bullying and that they know that they can talk to an adult if they do have any troubles. They speak with a great deal of understanding about what it means to lead a healthy lifestyle and keep safe. Their awareness of environmental issues is especially well developed. Pupils' excellent attitudes, their ability to work well in groups and the responsibility that they take for their own learning mean that they are very well prepared for the next stage in their education. Attendance this year is much improved and has returned to above average as the result of the school working hard to reach its target.

Quality of provision

Teaching and learning

Grade: 1

Pupils show very high levels of engagement in lessons because they are extremely well prepared and pupils are given interesting tasks based on their previous knowledge and understanding. Consequently, progress in lessons for pupils of all abilities is always good and often outstanding. The grouping of pupils by ability across the school for literacy and mathematics means that they get the right amount of support and challenge in their work, particularly the more able.

Questioning is used to very good effect, giving opportunities and sufficient time for pupils to think for themselves. Teachers have high expectations, good subject knowledge and an acute awareness of pupils' different learning styles. They make excellent use of ICT to support both teaching and learning. Teaching assistants make a significant contribution to the progress of pupils, especially those with learning difficulties and statements of special educational need.

Curriculum and other activities

Grade: 1

Pupils are really excited by the curriculum because every effort is made to make it relevant to their interests. One pupil said, 'Teachers make learning fun', and this demonstrates another reason why pupils enjoy school so much. An excellent balance has been achieved in the curriculum by providing opportunities for pupils to develop and practise skills, particularly those in literacy, mathematics and ICT, in other subjects. This, combined with a breadth and richness provided by a considerable range of visits, visitors, musical productions and after-school clubs, helps pupils to achieve so well. For example, pupils in the Reception class have recently been to a Sea Life Centre and beach. They are now learning in their 'sea cave' in the classroom how to write by sending messages in a bottle to the octopus and to count by using sea shells. The prominence given to values education, keeping healthy and staying safe considerably enhances pupils' personal development. The use of TASC this year in science, in particular, has proved successful in beginning to develop pupils' problem-solving and thinking skills.

Care, guidance and support

Grade: 1

The care that each pupil receives is exemplary and has a major impact on pupils' outstanding personal development and well-being. Everyone is valued. The needs of all pupils, including those with learning difficulties and statements of special educational need and those who are gifted and talented, are extremely well met. Very effective systems for pupil tracking contribute significantly to this and help to ensure that the progress of pupils of different abilities is always good and usually outstanding. Systems for target setting are highly developed so that pupils are clear what their targets are in English, mathematics and science. They know what steps they need to take to reach their targets through rigorous marking and good discussion with the adults with whom they work. Pupils are playing an increasing role in setting their own targets. Child protection and health and safety procedures are rigorous and ensure pupils' well-being.

Leadership and management

Grade: 1

The headteacher maintains a determined focus on high standards and achievement for all pupils. She has a very thorough knowledge and understanding of the needs of each individual, which contributes significantly to pupils' outstanding personal development as well as to their excellent academic achievement. The strong leadership of the headteacher, supported by staff, governors and the very efficient administration, provides a clear sense of direction for the school. A drive for continual improvement is considerably enhanced by rigorous monitoring of the school's performance, leading to thorough self-evaluation.

Leaders' high aspirations have resulted in them being rather modest in judging the school's overall effectiveness. However, their lack of complacency means that they have the very secure capacity to make this outstanding school even better. They encourage innovation so that staff are supported in trying out new ways of working, particularly at the present time with regard to improving the early years' curriculum and to getting pupils to take more responsibility for their own learning. Good consultation with both pupils and parents is an integral part of a regular cycle of evaluation.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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 behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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

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

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 performance is monitored, evaluated and improved to meet challenging targets	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

28 June 2007

Dear Pupils

Inspection of Broadwas C of E Primary School, Broadwas on Teme, Worcester, WR6 5NE

Thank you for being so friendly and welcoming when I visited Broadwas recently. It was good to see so many of you, despite the difficulties of getting to school because of the floods.

You were keen to tell me that you really enjoy going to school because other children are kind and the staff look after you extremely well. You told me you go to a good school, but I would describe it as an outstanding school because of the great number of things that the school does very successfully.

Whenever you join the school, each one of you is helped to do as well as you can. As a result, most you make outstanding progress by the time you leave. Lots of you told me that your teachers make learning fun by giving you interesting tasks. The teaching is outstanding because you are given work at the right level. It is sufficiently challenging, so that you can do your very best, whatever your abilities. Visits and visitors are helping to give you an excellent curriculum where you learn from practical activities. Older pupils said how helpful they have found the use of a thinking-skills framework in group work this year, when you have to solve problems. I have asked that teachers try to find more opportunities to use this approach to your learning.

As well as helping you to reach high standards in your work, your school makes sure that your personal development is outstanding. For example, your behaviour is excellent and you are growing up to be confident, polite and very responsible. I was very impressed by the act of worship that members of the school council led. They helped you to understand that a special gift can be something like caring for other people, as well as being particularly able at gymnastics.

The headteacher, staff and governors are particularly good at working as a team so that your school is extremely well led. They are very successful at making your school even better. For example, they have introduced 'Big Writing' this year so that standards in your writing get to the same high level as in your reading. I have said that this needs to continue and you can help by always having the same good attitudes to your work as I saw when I visited.

Yours faithfully

Peter Callow Lead Inspector