

# Broadlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	116679
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	319473
<b>Inspection dates</b>	21–22 October 2008
<b>Reporting inspector</b>	Andrew Watters HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	273
Government funded early education provision for children aged 3 to the end of the EYFS	39
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Lake
<b>Headteacher</b>	Trevor G Clarke
<b>Date of previous school inspection</b>	11 July 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Prospect Walk Tupsley Hereford HR1 1NZ
<b>Telephone number</b>	01432 266772
<b>Fax number</b>	01432 263409

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<b>Age group</b>	3–11
<b>Inspection dates</b>	21–22 October 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Broadlands primary school is in Tupsley on the northeast edge of Hereford. During the last two years, the number on roll has fallen from 396 to 273. Most pupils are from White British backgrounds although there is a small number from other ethnic groups. The proportion of pupils who have learning difficulties is above the national average. The proportion of pupils eligible for free school meals is below the national average. Pupil mobility is high. During the last year, 10% of the pupils left the school with a further 9% joining. Early Years Foundation Stage (EYFS) provision is located in the nursery and reception classes. A breakfast club, after school club and a range of extra curricular activities extend the school's overall provision. The school has achieved a number of nationally recognised awards. These include a Sports Activemark Award; Arts Council of England Artsmark Gold award; Eco Schools Green Flag Awards and a School Travel Plan Award in June 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the previous inspection, the school has made inadequate progress. Standards and achievement remain inadequate and too many pupils are failing to make at least satisfactory progress. Standards are too low and often well below average. They are exceptionally low in writing at Key Stage 2. The quality of teaching and learning is inadequate. Expectations are low and in too many lessons, the pupils' work does not match their different learning needs because teachers' assessments are not always accurate enough.

The pupils' personal development and their well-being are satisfactory. Many pupils enjoy coming to school. Relationships between adults and pupils are generally satisfactory and sometimes good, for example, when lessons are interesting and exciting. Fifty-five parents responded to inspection questionnaires of which almost 90% are overwhelmingly positive. For example, one parent said, 'Our daughter is always energetic and loves going to school'. The school makes a satisfactory contribution to community cohesion. The school's library is open to parents for two evenings each week, pupils are encouraged to promote recycling at home and many take part in fund raising for national and global charities.

The curriculum is satisfactory and meets national requirements. It is strengthened by various enrichment activities, which the pupils appreciate and enjoy. The progress made by the pupils who have learning difficulties is inconsistent. It is not always tracked rigorously enough and it is inadequate overall. Care, guidance and support are satisfactory although the pupils' pastoral care is much stronger than their academic guidance.

Leadership and management have been ineffective in eliminating the school's most pressing weaknesses in teaching and learning. The school's leadership has struggled to provide clear and unequivocal direction, which focuses sharply on raising achievement at a speedier rate than is currently the case. The significant changes in staffing and teachers' roles, which have taken place since the previous inspection, have not been monitored sufficiently, nor has their impact been evaluated rigorously enough. Consequently, too many weak practices have been largely unchallenged. The school provides unsatisfactory value for money and its capacity to improve is inadequate.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Attainment on entry to the nursery varies considerably. In the recent past, children's attainment has been well below the level expected for their age, although this year it is generally average. The most recent assessments in the reception class, show children make satisfactory progress, but are still below the expected levels for their age in reading, writing, calculation, creative development and knowledge and understanding of the world. Standards are broadly average in counting and personal development.

Class routines are well established. The children's behaviour throughout the Foundation Stage is good and they are keen to learn. They readily engage in activities with each other and show confidence when making choices about their tasks. In the nursery class, children show increasing

independence and are already able to help themselves to equipment, competently pouring milk into their own beakers during healthy snack time. In both classes, there is a wide range and appropriate balance of child initiated and adult led activities. However, on occasions, the pace of learning is too slow and some children are not challenged sufficiently. There is currently no outdoor all weather protection for all year round use. Children are well cared for in a safe, secure environment. They are encouraged to have a go and do their best. A satisfactory induction programme helps children settle into their class and staff ensure they are available to parents, should the need arise. The quality of leadership in the Foundation Stage is satisfactory and teachers new to these age groups receive adequate support.

### **What the school should do to improve further**

- Raise standards and increase rates of progress for all pupils, particularly in writing in Key Stage 2.
- Improve the quality of teaching and learning to ensure that it is consistently good and better, making sure that assessments are accurate and the pupils' work is always matched well to their different learning needs.
- Improve the quality of leadership and management at all levels, establishing a greater sense of urgency and ensuring that actions are evaluated rigorously against the pupils' rates of progress and the standards they achieve.

### **Achievement and standards**

#### **Grade: 4**

The pupils' achievements are inadequate and standards are too low. There are significant proportions of pupils in each key stage, particularly at Key Stage 2, who are making slow progress and not achieving as well as they might. This shows mostly in writing where pupils make very slow progress because of considerable weaknesses in spelling, grammar and punctuation. The pupils make generally satisfactory progress in Years 1 and 2 and standards are broadly in line with the national average. Nevertheless, their achievement slows considerably when they enter Key Stage 2. The provisional results of the 2008 national tests show that standards are exceptionally low in writing and significantly low in mathematics and science. Standards in reading are rising and are close to the national average in each key stage.

### **Personal development and well-being**

#### **Grade: 3**

The pupils' behaviour is satisfactory. They generally have positive attitudes but get distracted easily when their work is too easy or too difficult. Pupils are polite and usually courteous. They enjoy coming to school and their attendance is satisfactory. Most pupils support each other well but there are occasions when some of the older pupils do not show enough care and consideration to others. The provision and outcomes for the pupils' spiritual, moral and social development are satisfactory. It is less secure for their cultural development and pupils' understanding and awareness of cultures other than their own are not well developed. The pupils take good advantage of opportunities for keeping fit and are aware of the need to eat healthily and adopt a healthy lifestyle. Some pupils spoke confidently about the damaging effect of too much sugar on their teeth. Pupils have a generally positive view of the school and feel safe. They know who to speak to should they have a problem. They make a satisfactory contribution to the local community, for example through visiting and performing at homes for the elderly and their support of local and national charities. Many pupils are developing

positive personal qualities, such as tolerance and fairness, which should prepare them well for their adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is inadequate because of significant weaknesses in teachers' planning and low expectations of what the pupils are capable of achieving. Lesson planning frequently fails to take sufficient account of the pupils' different starting points and capabilities, and much of their work is pitched at the same level of difficulty. Consequently, the work for the more able pupils lacks sufficient challenge while the pupils who find learning difficult often struggle to complete their tasks. In some lessons, the pupils become restless and inattentive because their work is uninspiring and does not engage their interest. Teachers' assessments of pupils' progress are sometimes generous, and do not always match the quality of the pupils' work in their books. Marking is inconsistent. At best, pupils receive helpful advice about improving their work although on too many occasions their work is not checked sufficiently. As a result, they repeat basic errors, particularly in writing. In the few good lessons, teachers' expectations are high, there is a brisk pace of learning and pupils show real enjoyment and enthusiasm for their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is generally satisfactory and is reasonably broad and balanced. The recent introduction of a new programme of work for personal, social and emotional development has the potential to improve provision further. There is a good range of extra curricular activities, including arts and sports clubs, which the pupils greatly appreciate. The provision for numeracy is improving although it has not had a sufficiently positive impact on raising standards. The provision for reading is satisfactory but inadequate in writing. A major curriculum review is due to take place over the coming year. This is timely as the school recognises there is much to do to ensure a coherent and consistent approach to whole school planning. The school nurse offers a valuable drop in session to support families, and is involved in delivering the sex and drugs education programme to older pupils. The school day is extended by the popular breakfast and after school clubs. A wide and varied range of visits to places of interests and visitors to the school, enhance provision further.

### **Care, guidance and support**

#### **Grade: 3**

The school meets statutory requirements for safeguarding children. Work with key people from the local community, such as the police and fire services contribute to pupils feeling safe. Pupils appreciate the support of the school's learning mentor, who provides another point of contact should they have concerns about their work. Pupils with learning difficulties and disabilities have a varied programme of work in order to support their needs. However, their learning targets are not sufficiently sharp nor reviewed regularly and too many make inadequate progress. Teaching assistants are taking a more active role in lessons, supporting the pupils who find learning difficult. Parents are increasingly involved in the life of the school and teachers work hard to involve them in their children's education, for example through the homework club.

All pupils have learning targets but many are unsure about them and about the next steps they need to take to improve their work. The quality of academic guidance is inconsistent and barely satisfactory. The pupils' slow progress in literacy and numeracy is adversely affecting their chances of succeeding when they leave the school. Pastoral care is strong and pupils' health and safety are managed carefully.

## **Leadership and management**

### **Grade: 4**

The school's collective leadership and management is having too little impact on raising achievement and lifting standards at a sufficiently speedy rate. The recent introduction of a range of generally appropriate actions, such as tracking pupils' progress in a more systematic way than previously and establishing more frequent monitoring are timely. However, these actions are not having enough impact on eliminating persistent weaknesses in teaching and learning, identified in the previous inspection and by the monitoring inspection in January 2008. Self-evaluation is weak and the school has a generous view of its performance. While targets are set, the school's leadership is not using the target setting process effectively enough to secure sustained improvement. The senior leadership team and subject leaders lack the drive and authority to make a sufficient difference. Their role is underdeveloped and inadequate. The headteacher recognises that there is much work to do but there is no clear sense of educational direction or strategic sense of purpose among all staff. The role of governors is developing satisfactorily. Governors seek evaluations of the school's performance from the local authority as well as the headteacher, and a revised committee structure provides a sound base for further improvements.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Broadlands Primary School, Tupsley, Hereford, HR1 1NZ

Thank you for welcoming us to your school when we visited you recently. We spoke with many of you and appreciated the friendly and open way you told us about your school and your work.

We appreciated the way some of you helped us find our way around the school, and how many of you showed us your books and told us how you are getting on with your work. We think your school looks after you well and makes sure you are safe and happy. The sports and arts clubs give you many opportunities to enjoy activities after school, and help you develop new interests.

While your school does a lot to make sure you are happy and confident there are some important things that we have asked Mr Clarke and the teachers to do better. In order for this to happen, your school will receive some extra help and visits from other inspectors, who will check how well the school is doing to make things better for you all.

These things need to be improved:

- the way that teachers help you to make progress with your work, particularly in writing
- the quality of your lessons to make sure that you all have work to do which is interesting and challenging
- the way in which Mr Clarke and the other senior teachers check how well you are doing.

You can help by always doing your best and telling teachers when you do not understand your work or when it is too easy.

Thank you again for being so friendly and helpful.

Yours sincerely

Andrew Watters Her Majesty's Inspector