

Broadlands Primary School

Inspection report

Unique Reference Number	116679
Local Authority	Herefordshire
Inspection number	348904
Inspection dates	22–23 June 2010
Reporting inspector	Ian Hodgkinson HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Mr Matthew Lake
Headteacher	Miss Lindsey Taylor
Date of previous school inspection	21 October 2008
School address	Prospect Walk Tupsley Hereford HR1 1NZ
Telephone number	01432 266772
Fax number	01432 263409
Email address	admin@broadlands.hereford.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed nine teachers and 18 lessons. Discussions were held with senior and middle leaders, staff, governors, pupils, parents and carers, and the School Improvement Partner who, as a representative of the local authority, has been supporting the school's progress. Inspectors looked at documentation, including pupils' books, school action plans, records of the assessment and tracking of pupils' progress, plans and monitoring information for the support of vulnerable pupils, records of the school's arrangements for the safeguarding and protection of pupils, and policies and procedures for promoting equality and countering discrimination.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

attainment and rates of progress for all pupils, particularly in writing in Key Stage 2
the quality of teaching and learning, especially in ensuring that assessments are accurate and that pupils' work is always matched well to their differing learning needs
the quality of leadership and management at all levels in establishing a greater sense of urgency to improve the school and in ensuring that actions are evaluated rigorously against pupils' rates of attainment and progress.

Information about the school

This is a school of broadly average size located on the eastern edge of the city of Hereford. Numbers on roll have declined by almost a third in two years. Most pupils are White British, although the proportion from minority ethnic groups, mainly of Eastern European heritage, has trebled over three years and is now similar to that found in most schools. The proportion of those speaking English as an additional language, including those at an early stage of learning English, is now higher than that found in most schools. The proportion of pupils known to be eligible for free school meals has also risen quickly over three years and is now broadly average. An above-average proportion of pupils have special educational needs and/or disabilities, mainly moderate learning difficulties or behavioural, social and emotional difficulties. The school has just attained the Quality Mark for Self-Evaluation in Special Educational Needs. Private providers offer a playgroup, breakfast club and after-school club on the school's site.

When the school was inspected in October 2008, it was judged to require special measures. Subsequently, the school was inspected on five occasions. At the last monitoring inspection the school was judged to be making satisfactory progress. The headteacher has been in post for just over a year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Broadlands now provides its pupils with a satisfactory quality of education. The quality of teaching has improved markedly since the last inspection, and is promoting good learning across the school. In particular, teachers are now using assessment information very well to plan lessons which provide pupils of all levels of ability with the right level of challenge.

Attainment is low by the end of Key Stage 2, and there remains a legacy of underachievement in the performance of a minority of pupils in Year 6. However, across the school, standards are rising quickly and pupils are making generally strong gains in their learning, including in writing. Overall, pupils achievement is satisfactory. There remain some variations in rates of progress between subjects and classes, which the schools improved tracking and monitoring systems are now able to identify. Managers and staff are working together with increasing effectiveness to narrow such gaps in performance, but the school recognises that it is still not consistently sharp enough in using data to evaluate trends in performance in all areas.

The headteacher has been highly effective in maintaining a relentless focus on improving the quality of teaching and learning. Drawing on very effective consultant and advisory support from the local authority, she has successfully developed the confidence and capabilities of her senior team to help carry through improvement strategies. She has implemented a comprehensive programme of monitoring and support for teaching, encouraging teachers to become highly reflective about the quality of their practice. Governors have steered the school skilfully through a large-scale redundancy and cost-cutting programme and have, as a consequence, made considerable reductions in the schools budget deficit. Leaders and managers at all levels have been firmly and successfully focused on their core improvement priorities during the special measures process, and demonstrated that the school has a satisfactory capacity to improve. Self-evaluation has, however, been narrowly focused, and has yet to give enough attention to ways in which the school can more successfully engage with its parents and the wider community. Some parents and carers do not feel well enough informed about the progress of their children.

The school cares well for its pupils to ensure that they feel safe, and this is particularly so for the most vulnerable. Pupils behaviour in lessons is much improved since the previous inspection and they enjoy the engaging activities that teachers plan in lessons. Pupils attendance, however, while broadly average, has steadily declined over time, partly because of the number of pupils who take term-time holidays. The curriculum

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helps to promote pupils enjoyment and their healthy lifestyles by offering a good range of trips and visits to stimulate their interest, and a wide range of high quality sports to keep them active. Opportunities for pupils to apply their writing and number skills in interesting contexts across a range of subjects, while improving, are yet to be a consistently strong enough feature of curriculum planning.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Key Stage 2 by:
 - continuing to improve the accuracy, timeliness and use of performance data to inform action to further narrow differences in progress between classes and subjects
 - sharing information on pupils progress more regularly and systematically with parents and carers to involve them more in their childrens learning
 - ensuring that, across the curriculum, pupils are given high quality opportunities to develop and apply their writing and number skills.
- Broaden the schools self-evaluation procedures to measure more systematically the effectiveness of the schools engagement with parents and the wider community.
- Improve pupils attendance by:
 - working with parents and carers to reduce the number of pupils taking term-time holidays
 - raising the profile of good attendance among parents and carers
 - working closely with external agencies to reduce the number of pupils with poor attendance records.

Outcomes for individuals and groups of pupils**3**

Children join the Early Years Foundation Stage with skills that are below the levels expected for their age. By the end of Key Stage 1 attainment is broadly average. Attainment by the end of Key Stage 2, however, has been low in recent years and remains low for the current Year 6. Some weaknesses for Year 6 pupils remain evident in writing and in applying number when solving problems. However, across the school pupils performance is improving rapidly in these areas, so that overall achievement is satisfactory. In writing in particular, pupils are increasingly accurate in their spelling and grammar and increasingly creative in their use of language. Pupils are sharply aware of their targets for improvement in writing, and work carefully to achieve them. Standards of writing in the current Year 5 have been transformed, and are now reaching expected levels, as evident in their work explaining the emotions of characters in *The Ghost of Thomas Kempe*. Reading remains a strength across the school and underpinned by a well-managed phonics programme.

Pupils participate enthusiastically in the many activities on offer. They cooperate well in activities in and out of class. Taken together with their increasingly secure basic skills,

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pupils are now satisfactorily prepared for the next stage of their education. They readily accept responsibilities within the school. For example, they run the school tuck shop, actively contribute to school development through the school council, and older pupils act as reading buddies for younger children. Pupils extensive involvement with charitable work involves them in the wider community. However, their awareness of life in more culturally diverse communities in the United Kingdom and internationally is less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Nearly all the teaching seen on this inspection was good or better, and based securely on highly effective use of assessment to support learning. Teachers now plan very effectively to prepare tasks that offer challenge and support to the wide range of abilities in their group. Literacy marking is often exemplary, praising pupils for what they have done well, pointing out clearly how they need to improve, and, importantly, giving time in lessons for pupils to read and respond to the marking comments. Such strong practice in marking, however, is not always evident in other subjects. Pupils have a

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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well-developed understanding of their targets for improvement because teachers regularly refer to them, in marking and in reviews of work at the end of lessons. Teachers plan very effectively together and with their teaching assistants to deploy highly effective support for the learning of all groups in lessons. Resources are well used to keep learning active and pupils enthused. Just occasionally, the pace of lessons lapses where pupils spend too long on the mat or teachers talk for too long when pupils are ready to work independently.

The curriculum is beginning to address pupils weaknesses in applying their basic skills in a range of contexts. Interesting experiences, such as trips and visits, and exciting themes, such as the ancient Egyptians, have been developed to stimulate pupils creativity and problem-solving skills. Some excellent practice was evident, for example in Year 2 pupils writing a script for a factual report on Carters discovery of Tutankhamens tomb. This is not, however, fully embedded in all areas and some opportunities are missed to enliven learning in this way. Partnerships with the neighbouring secondary school and other local organisations are strengthening and enriching provision in specialist areas, such as in sport and music. A good programme of personal, social and health education helps to promote pupils safety and well-being.

The progress of those pupils with special educational needs and/or disabilities is very carefully tracked and support is well tailored to meet their needs. Well coordinated support for the most vulnerable pupils secures the wide involvement of external agencies and works hard to involve families where appropriate. Pupils with English as an additional language are well served by their class teachers who have been trained to support them, as well as by specialist support provided by the local authority. Pupils attendance has not been monitored rigorously enough, but is now beginning to receive more comprehensive attention from managers and external agencies in response to a steady decline.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The schools very sharp focus on improving the quality of teaching and learning has been highly successful, and driven by the determined leadership of the headteacher. Through turbulent changes to staffing structures in the school, she has successfully built a cohesive team of teachers and assistants who have worked hard to turn around the fortunes of the school. Regular and rigorous monitoring of teaching has given the school

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a clear understanding of its strengths and weaknesses in the classroom. Successful work has also been done to strengthen the capacity of leadership in the school at all levels. An improved flow of data on pupils attainment and progress has been crucial in helping leaders to account for differences in performance, but there is still some weakness in using this data to drill down to analyse and compare performance sharply in all areas. Self-evaluation and action planning have been strong in the area of teaching and learning, but less so in wider areas of school performance.

The governing body has carefully balanced the requirement for economy with the need to improve the quality of education, to secure satisfactory value for money. Essential policies are being revised and updated. Policies for equality of opportunity and countering discrimination set out clear principles and guidance on practical implementation, but reporting on the success of such policies has been limited. The schools promotion of community cohesion has been well audited and general areas for improvement identified in developing wider national and international links to support pupils awareness of diversity, but specific plans have yet to be implemented. Procedures for safeguarding the well-being of pupils are well developed, with comprehensive training provided for staff in child protection procedures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children come into the school with skills that are below the levels expected for their age. They make good progress overall to reach levels of skill that are broadly average by the end of their Reception Year. Currently, children make the most rapid progress in

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developing literacy skills and are weakest in some aspects of number work. Thorough systems are in place to assess childrens progress, so that teachers are able to plan tasks that are stimulating and challenging. Children make good progress in their personal development and their behaviour is good. They enjoy their learning and the lively teaching they receive, and engage fully in their activities. This was particularly evident when they were programming a digital toy to move over a treasure map. There are many opportunities to develop their speaking and listening skills and they learn to read and spell through rigorous teaching of phonics. The broad curriculum provides a good balance between teacher-led activities and opportunities for children to develop their creativity and independence. A good range of resources is well used to provide stimulating indoor and outdoor activities. However, there are not always sufficient activities available to allow children to develop their number skills. The effective leadership of the Early Years Foundation Stage focuses strongly on evaluating and improving the childrens achievement. There are effective procedures in place to ensure that children are able to learn in a safe, healthy and caring setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There is no Ofsted survey of parents and carers views when a monitoring inspection brings a school out of special measures. However, inspectors were able to speak to groups of parents and carers in the playground and at the school gate, and to examine records of their meetings with governors following the publication of previous monitoring letters. Parents and carers views of the school and its approach to improvement are largely favourable. In particular, they say their children feel safe and happy at the school. They also speak very favourably of the quality of additional support given to meet the needs of individual children. Inspectors agree with these favourable perceptions. Some parents and carers feel that the school does not always communicate well with them on day-to-day business and on the progress of their children. Inspectors agree that information on pupils progress needs to be shared more regularly and systematically with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Inspection of Broadlands Primary School, Hereford HR1 1NZ

Many thanks for the welcome you gave to me and my colleague when we visited the school for its recent inspection. You have, of course, seen quite a lot of me over the last two years as I have visited the school each term to check on its progress.

I am delighted to report that special measures can now be removed, because the school is providing you with a satisfactory quality of education. Your learning has improved very considerably over the last two years. Teachers are now measuring your progress very carefully, and planning good lessons which ensure that all of you get the right level of challenge in your work. You tell us that you are enjoying those lessons much more now. This is evident in your good and much improved behaviour in class and around the school. Standards of writing are now improving rapidly across the school.

The headteacher has kept a very close eye on the success of the schools plans to improve your learning in lessons, and has worked very effectively with all staff to develop good teaching. There has been quite a lot of restructuring needed in the school to cope with reduced numbers of pupils, and the governors have managed this process carefully to ensure that improvements can continue.

My report points out a number of ways in which the school can make further improvements.

Attainment in English and Mathematics still needs to be higher by the time you reach Year 6, as it has been too low.

The schools leaders need to check on how successfully the school is working with parents and the wider community to see where improvements can be made.

Your attendance levels have been falling somewhat over recent years and need to improve so that you are always in lessons to learn.

I wish you and your school every success for the future.

Yours sincerely

Ian Hodgkinson

Her Majesty's Inspector

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