

Broadacre Primary School

Inspection report

Unique Reference Number	117913
Local authority	Kingston upon Hull City of
Inspection number	379497
Inspection dates	15–16 February 2012
Lead inspector	Clive Moss HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Peter Normington
Headteacher	Lisa Staines
Date of previous school inspection	24 September 2008
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Introduction

Inspection team

Clive Moss
Derek Pattinson
Barbara Martin

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 18 lessons, involving all the teachers at the school at least once and most twice, made a series of other short visits to lessons, and observed the pupils learning in other activities. They spoke with pupils individually and in groups, and listened to some of them read. Meetings were held with a range of leaders and managers, members of staff, and representatives of the governing body. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation, including the school improvement plan, analyses of surveys of parents' and carers' views carried out by the school, records of monitoring of the quality of teaching, safeguarding documentation, records relating to support for individual students, policies such as the school's equalities scheme, and records relating to behaviour, including the racist incidents log. The inspectors looked at 63 questionnaires returned by parents and carers, 104 from students, and 25 from members of staff.

Information about the school

The school is larger than average for a primary school. The proportion of pupils known to be eligible for free school meals is above average and around one-fifth higher than at the previous inspection. The proportion of pupils from minority ethnic backgrounds is broadly average, though actually one-third of the national average; it has trebled since the previous inspection, however, as has the proportion of pupils who speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is broadly average. The proportion of pupils entering or leaving the school other than at the usual times has reduced since the previous inspection and is now broadly average. The school meets the current floor standard. The headteacher took up post in January 2012 and there have been major changes in both leadership and staffing at the school since the previous inspection. The school is part of the Bransholme and District Learning Partnership – a 'soft federation'.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. The overall effectiveness is satisfactory rather than good because:
 - the improved rates of pupils’ progress evident at the time of this inspection have not been evident for a sufficient period of time
 - the teaching, although satisfactory overall, is not sufficiently good consistently
 - systems for monitoring and evaluating the work of the school have not been used with sufficient rigour for long enough to ensure consistently good teaching.

- It is a very friendly school, with happy pupils who enjoy being there. The school is increasingly popular and enjoys high levels of confidence amongst parents and carers. In particular, they like the ways the school keeps their children safe and helps their children to develop skills in communication, reading, writing, and mathematics.

- Pupils’ achievement is satisfactory. Since the previous inspection, the rate of progress made by the pupils is improving.

- The teaching is methodical and planned carefully. There is a clear focus on developing reading and writing skills that leads to secure improvements in those skills. Generally, the pupils behave well because the staff develop good relationships with them and are skilled in managing classrooms and social areas.

- Leaders and managers have improved the quality of teaching since the previous inspection. In particular, the proportion of teaching that is good has increased. Systems for monitoring and evaluating the quality of the work of the school, managing the performance of the staff, and providing for the staff’s professional development are in place and leaders and managers are increasingly rigorous in their operation of the systems.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that the teaching is consistently good by:
 - providing more-precise and clearer information to the pupils when marking their work, about their progress and how they can reach higher levels of attainment
 - challenging all pupils routinely to improve their work, when commenting on their contributions in lessons
 - using assessment information to determine when the pupils are ready for more-challenging work and to avoid unnecessary repetition
 - providing more learning opportunities that generate enthusiasm by developing the pupils' curiosity and sense of wonder
 - enabling the pupils to use information and communication technology (ICT) more frequently.

- Ensure that the school's systems for monitoring and evaluating the quality of work, and managing the performance of the staff are used rigorously and linked to providing sufficient, appropriate, and targeted opportunities for professional development.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skill below those typical for their age. Their language and communication skills are particularly low. They make good progress so that, by the time they enter Key Stage 1, their skills levels are closer to average. Almost all of the parents and carers who responded to the inspection questionnaire believe that their children make good progress; one parent with more than one child at the school, stated 'I know without the help and support of this school they wouldn't have been at the level they are at now.' A large majority of the pupils think that they learn a lot in lessons all of the time. The inspection evidence shows that, generally, the pupils make satisfactory progress through Key Stages 1 and 2 and reach broadly average standards of attainment by the time they leave the school.

There is good support in the Early Years Foundation Stage to develop the children's literacy skills. The children make plausible attempts to sound out complex words and begin to write simple sentences. Generally, the accuracy of the pupils' reading increases as they progress through the school and they can use a range of cues to help them interpret text. The pupils' skills are broadly average by the end of Key Stage 1 and a little above average by the end of Key Stage 2. Weaker readers at Key Stage 1 are able to recognise familiar words and know the sounds that they make, but lack confidence in breaking down longer words into their component sounds.

Weaker readers at Key Stage 2 do not have sufficient strategies to help them interpret text.

The pupils enjoy learning. With evident pride, one pupil told an inspector, 'I wrote a great campaign speech for William Wilberforce'. The pupils respond well in lessons, but they do not often show the sort of excitement that the inspectors observed in a Years 3 and 4 lesson, when the pupils were keen to show the inspector what they were doing and to talk about their experiments in making paper. There are no significant differences in the rates of progress made by different groups of pupils. Disabled pupils, those who have special educational needs and those for whom English is an additional language are supported well in lessons, which ensures that they keep pace with their peers and make satisfactory progress also. Pupils known to be eligible for free school meals make better progress in English than similar pupils nationally and reach higher levels of attainment, although not in mathematics.

Quality of teaching

A very high proportion of the parents and carers who responded to the inspection questionnaire think that their children are taught well; this view was echoed in a very recent survey by the school. A large majority of the pupils think that the teaching is good all of the time. The inspectors found that the amount of good teaching has increased since the previous inspection. They saw a mixture of predominantly satisfactory and good teaching during the inspection, but the evidence indicates that the amount of good teaching has not been sufficient to produce consistently good rates of progress by the pupils.

Generally, lessons are purposeful, productive, and proceed at a consistent pace. There are several important strengths in the teaching. They include:

- a clear emphasis on basic skills in literacy and numeracy
- the teachers' secure subject knowledge in these subjects
- the promotion of pupils' social and moral development through secure relationships with the pupils and good management of behaviour
- much praise and positive encouragement of the pupils
- effective support for groups and individuals by teaching assistants.

In most lessons, the pupils are clear about what they must do and their targets. In the best lessons that were observed, the teachers' presentations to the class were confident and lively, as was seen, for example, in a Year 5 lesson, when the pupils wrote openings for their stories enthusiastically. Resources are often used well, as was seen when Year 1 pupils were proposing ingredients for making a pizza.

However:

- not enough teaching is sufficiently imaginative to generate enthusiasm amongst the pupils
- the pupils do not use ICT routinely as part of their learning
- the quality of the marking of the pupils' work is inconsistent
- there is sometimes unnecessary repetition of skills practice, for example in mathematics, when the pupils' work indicates that the skills have been acquired
- the teachers do not take every opportunity in lessons to extend and deepen the pupil's thinking.

The best examples of marking included comments that told the pupils what had been done well and what needed to be improved. Weaker examples, often in subjects other than literacy, did not offer clear, or, sometimes, any guidance to the pupils. While long-term curriculum plans show that opportunities are provided for the pupils to use ICT, the inspectors found limited evidence of this in practice and the pupils confirmed that they do not use ICT frequently.

Behaviour and safety of pupils

Almost all of the parents and carers who responded to the inspection questionnaire indicated that their children feel safe at school and that the pupils behave well, echoing results from the school's survey. Most of the pupils confirm that view. The staff have ensured that the school is a harmonious community, in which pupils from all the different backgrounds represented get on well and mix together, both in lessons and when socialising. Relationships between the staff and the pupils are good. Levels of attendance have improved well. They are now average overall and were above average at the time of this inspection.

The inspectors found the pupils' behaviour to be typically good. The pupils routinely conduct themselves very sensibly and safely in and around the school. Dinner supervisors describe them as typically polite, respectful and orderly. The pupils told the inspectors that a few can 'mess about' occasionally and the inspectors saw a little restlessness in lessons when the activities were not sufficiently interesting. That behaviour is not common, however, and the pupils concerned respond very well to the teachers' instructions on such occasions. Pupils who experience difficulty with their behaviour receive good support and very few have to receive the school's most-severe sanctions. There are very few short-term exclusions from the school and there are no permanent exclusions on record. Instances of racist behaviour and bullying are few and are dealt with promptly. Pupils are well aware that bullying takes different forms, such as cyber and homophobic bullying, and understand well how to respond if they came across any.

Leadership and management

The governing body has played an important role in supporting the school in making improvements. It has become increasingly challenging of the school to increase the pupils' achievement in the period since the previous inspection, but there are not yet clearly improving trends. However, improvement plans are now precise and focused sharply on raising achievement and the quality of teaching. There are early indications that a greater emphasis more recently on monitoring, evaluation, and managing the performance of the staff has led to improvements in the consistency and quality of teaching that are producing better rates of progress by the pupils. That includes a rigorous approach to leadership and management within the Early Years Foundation Stage. Currently, however, opportunities for subject coordinators to be involved in such work are too limited to enable them to have a significant impact. The school has used a range of strategies effectively to improve attendance. It has demonstrated satisfactory capacity to improve.

The school's plans ensure that the curriculum includes the required elements. They include topics and activities that provide for the pupils' social, moral, spiritual, and

cultural development. The impact of the activities is most apparent in the good social and moral awareness of the pupils, but the approach taken is generally low key and, as a result, does not help to fire in the pupils a thirst for learning. There is a much stronger focus on those aspects within the Early Years Foundation Stage. The range of extra-curricular and enrichment activities is limited, contributing to the low-key nature of the school's approach to the pupils' social, moral, spiritual, and cultural development.

The governing body has ensured that the requirements for safeguarding the pupils are met. The school has in place a basic scheme for promoting equalities and ensures that individual pupils with additional needs are supported effectively, particularly in lessons by teaching assistants. Improvements in the school's systems for tracking the progress of pupils mean that it has now a clear view of how well different groups of pupils are doing, including, for example, pupils who speak English as an additional language and those known to be eligible for free school meals. More generally, however, the monitoring and evaluation of the impact of its work in relation to equalities is unsophisticated and results in leaders and managers having an insufficiently precise view of the impact of the work.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



17 February 2012

Dear Pupils

Inspection of Broadacre Primary School, Hull, HU7 5YS

Thank you for talking to my colleagues and me and making us welcome when we visited your school recently. The inspectors spoke with you, looked at your work, read the results of questionnaires filled in by you, the staff and your parents and carers, and spoke with some of your teachers. Here is a brief summary of the main findings, which I hope will be of interest to you.

- Broadacre provides you with a satisfactory education. It has made some important improvements since the previous inspection.
- You make a good start in the Early Years Foundation Stage and then satisfactory progress overall, so that your test results in Key Stage 2 are about average.
- Your attendance is average and that represents a commendable improvement since the previous inspection.
- Your behaviour is good, though I know some of you can be silly sometimes. The inspectors found you to be friendly, polite, and happy. You get on together well, which makes the school a pleasant place to be.
- You enjoy learning and usually find lessons interesting. The quality of the teaching is satisfactory and has got better since the previous inspection, but I do not think enough of it is exciting yet.

I have asked the staff and the governing body to make sure that more lessons are exciting and to make sure that you are always clear about how to get to higher levels in your work. I have asked them also to be more thorough in checking how well things are going and in helping each other to make improvements.

Yours sincerely

Clive Moss
Her Majesty's Inspector

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