

# Broadwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	108468
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	356366
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	John Paddick

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

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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 of pupils on the school roll</b>	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K McIntyre
<b>Headteacher</b>	Mr Marcus Tinsley
<b>Date of previous school inspection</b>	27 March 2008
<b>School address</b>	Broadwood Road Newcastle-upon-Tyne Tyne and Wear NE15 7TB
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## Introduction

The inspection was carried out by four additional inspectors. They visited 17 lessons taught by 14 teachers. Inspectors scrutinised a wide variety of pupils' work, especially in English, mathematics and science. They held meetings with the headteacher, teachers with responsibility for subjects, the Early Years Foundation Stage leader and the Chair of the Governing Body. Inspectors also met with a group of Year 6 pupils. They observed the school at work and looked at minutes of the governing body meetings, the school development plan, records of pupils' progress and safeguarding documentation. Inspectors also analysed 43 questionnaires from parents and carers, 98 from pupils in Years 3 to 6, and 28 from members of staff.

- Levels of attainment reached by Year 6 pupils in English, mathematics and science.
- Whether all groups of pupils are making at least satisfactory progress.
- To what extent the monitoring of teaching has improved.
- Whether the previous shortcomings in Reception have been eliminated.
- How well the school is using assessment data.

## Information about the school

This is an average-sized school. Most pupils are from White British heritages. The proportion of pupils from minority-ethnic groups is below average. The largest minority-ethnic group is of Asian background. The proportion of pupils who speak English as an additional language is lower than average. Half of the school's pupils are known to be eligible for free school meals, which is much higher than average. Around a third of the pupils have special educational needs and/or disabilities, which is above average. The percentage of pupils with a statement of special educational needs is also above that usually found. Above average numbers of pupils join or leave the school other than at the usual times. The school provides childcare facilities at the beginning-and-end of the school day. There is also a hearing-impaired unit run by the local authority on the school site.

**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

Broadwood Primary School provides pupils with a satisfactory quality of education. It is a happy and welcoming school with several good features. An example is the good learning atmosphere that pervades the school. Another is the good quality of care, guidance and support that pupils receive. This and the well run childcare provision before-and-after school are fully recognised by parents and carers and add considerably to pupils feeling safe and secure. Capacity for sustained improvement is satisfactory. This is because there have been some improvements but most groups of pupils are still making broadly adequate progress, as they were at time of the previous inspection. The improvements relate to more effective assessment procedures and better provision in Reception. The school's self-evaluation is accurate in most respects and plans to raise attainment have a high profile. However, the development planning documents themselves are far too cumbersome and it is difficult to see what the timescales are for the intended improvements or how and when they are to be monitored and evaluated.

The school sets challenging targets for its pupils but it is only partially successful in meeting them. This is because there is a wide variation in the quality of teaching from outstanding to satisfactory. Consequently, progress is uneven across the school. Since the previous inspection, teaching has been monitored frequently but important weaknesses remain in a significant minority of lessons. The greatest of these is where teachers dominate proceedings to the extent that pupils do not have enough time to think and consolidate their skills. Assessment has improved substantially since the previous inspection. This helps managers to measure pupils' progress accurately and to take action when they have concerns.

Pupils display positive attitudes and are keen to discuss their work and their school. They say that they feel safe and enjoy their education. Attainment has remained fairly constant since the previous inspection and represents satisfactory achievement for all groups of pupils over their time in school. Current attainment is slightly below average in most year groups because fewer pupils than usual are reaching the higher National Curriculum levels in English and mathematics. Attainment in science has improved since the previous inspection because there has been a greater emphasis on practical work.

## What does the school need to do to improve further?

- Raise standards in English and mathematics to at least average by:
  - monitoring teaching more effectively to increase the proportion of good and better lessons
  - ensuring a better balance between teacher direction and pupil activity in lessons

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- raising teachers' expectations of the progress that pupils can make
- using time more effectively in lessons and increasing the pace of learning.
- Strengthen school development planning by:
  - clarifying responsibilities timescales, monitoring and review procedures
  - involving governors more in development planning and giving them a stronger role in helping to review its effectiveness.
- Up to 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils enjoy their education and display positive attitudes to learning. Their good behaviour helps to promote a good learning atmosphere in all classrooms. The development of good social skills and confidence enables pupils to enjoy productive relationships with the adults who work with them and make friends amongst their peers. Pupils' behaviour at playtime and lunchtime is particularly good. They have a strong grasp of what constitutes a healthy lifestyle and can give many examples of how this affects the way that they eat, drink and take exercise. Spiritual, moral, social and cultural development is good. Pupils develop a social conscience and they are keen to express their views. Their attendance is satisfactory overall but the number of persistent absentees is higher than average.

Attainment has remained just below average since the previous inspection. Current attainment in Year 6 is similar to this. Achievement is satisfactory because children join the Nursery with well-below average age-related skills. Standards in science are higher than in English and mathematics because pupils are expected to reach a higher level more quickly. Most pupils are confident to plan an experiment, carry it out, produce coherent tables of results, convert them into graphs and reach a conclusion. In English, most pupils can produce extended descriptive writing and in mathematics they are confident with number to the extent of using decimals and fractions. Most pupils make satisfactory progress and a minority progress well. Pupils with special educational needs and/or disabilities and those from minority-ethnic backgrounds make the same progress as their peers. Pupils take a pride in the presentation of their written work because teachers emphasise the importance of it. An increasing number of pupils arrive at the school part way through the year, when their families move into the locality. The school does its best to minimise the effect of the disruption to their education but inevitably some of them take time to make the progress of which they are capable.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is satisfactory overall, sometimes good and occasionally outstanding. Teachers promote good relationships with their pupils and manage their classes well. They mark pupils' work well by indicating clearly where they have made mistakes and explaining what they need to do to make improvements. In an outstanding religious education lesson with Year 5, the teacher utilised an excellent range of resources and very quickly enabled pupils to understand the power of the symbolism used by Jesus Christ. Assessment has a high profile in the classroom and teachers make it clear how the work pupils are doing relates to their National Curriculum targets. However, in some lessons, pupils' progress is restricted because the teachers talk and question their class for too long. This causes the pace of learning to decline. In good lessons, pupils are given much more time to think and engage actively in a variety of learning activities. Teachers put a lot of effort into planning their lessons to meet the needs of all of their pupils. This aspect of their work is usually successful but there are instances where more thought could be given to the ways in which they could extend the learning of the most-able pupils.

The curriculum provides pupils with a secure route towards making satisfactory progress in their basic skills. It does not fully promote good academic progress for most pupils but there are some good features. Frequent and accurate assessment identifies pupils who are underachieving and triggers extra help for them, often on a one-to-one basis. A good

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range of extra-curricular activities and visits makes a strong contribution to pupils' personal development.

Good quality care, guidance and support make effective contributions to the quality of pupils' education. This aspect of the school's work is fully recognised as a strong feature by pupils and their parents and carers. Specialist help for pupils with the greatest levels of need is effective in enabling them to participate fully in all aspects of school life.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides the school with effective leadership. He is well-supported by other managers and has the full confidence of staff, parents and carers. Staff morale is excellent. Since the previous inspection there has been a strong focus on measuring the progress that pupils make and providing extra help when they are not doing as well as they should. The frequency of lesson monitoring has improved but there is still work to be done in making it fully effective because many lessons are still satisfactory rather than good. Managers know what needs to be improved but development planning is not clear about timescales, responsibilities, or monitoring and review procedures. The members of the governing body are dedicated to providing the best possible education for the pupils and have a clear understanding of the school's strong features and where improvements are still needed. However, their role in helping to formulate and monitor the school development plan is not fully embedded into their procedures.

Good safeguarding features are firmly in place and have a high profile in the daily life of the school. Procedures for keeping the school's youngest children safe and secure are particularly good. Promotion of community cohesion is a developing area. Several aspects of provision are good, for example, the emphasis on an understanding of different faiths and cultures, but there is no evaluation of its impact. Good links with a range of agencies are instrumental in providing many of the school's pupils with specialist help to overcome barriers to learning. A good example is the hearing-impaired unit run by the local authority on the school site. Promotion of equal opportunities is good and there is no evidence of discrimination. The school provides well organised childcare groups at the beginning-and-end of the school day. These are much valued by parents and carers and provide good opportunities for pupils to socialise and prepare for the day ahead.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Early Years Foundation Stage benefit from a welcoming environment and good teaching. When they first join the setting, their skills are well below the levels expected for their ages. Good progress in Nursery and Reception means that they enter Year 1 with broadly average skills. Children make good progress because they receive excellent levels of personal help from a dedicated staff and consistently good and imaginative teaching. They really enjoy their lessons and respond extremely well to the activities that teachers and their assistants provide for them. The improved quality of provision in Reception since the previous inspection has played a major role in accelerating learning.

Children develop effective personal skills quickly and they are keen to talk about their work to visitors. Confidence increases as they get used to routines and the adults who work with them. A good balance between adult-led activities and free choice means that children develop speaking and listening skills well and soon learn to make friends, share and explore. They enjoy working and playing outside but the lack of areas where they can shelter from the rain means that activities are restricted in inclement weather. Good leadership and management mean that the Early Years Foundation Stage programme is well organised, interesting, vibrant and continuously adjusted to meet all children's needs. All members of staff work well as a team and staff morale is excellent. The well-organised childcare provision before and after school provides valuable opportunities for children in the Early Years foundation Stage to meet and socialise with older pupils. This helps to develop their communication skills.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Compared with the average a very small number of parents and carers responded to the questionnaire. These parents and carers have an extremely positive view of the school and the quality of education that it provides for their children. They are of the view that it meets their children's needs and keeps them safe.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	44	24	56	0	0	0	0
The school keeps my child safe	22	51	21	49	0	0	0	0
My school informs me about my child's progress	22	51	20	47	1	2	0	0
My child is making enough progress at this school	22	51	21	49	0	0	0	0
The teaching is good at this school	26	60	17	40	0	0	0	0
The school helps me to support my child's learning	22	51	21	49	0	0	0	0
The school helps my child to have a healthy lifestyle	21	49	22	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	44	23	53	0	0	0	0
The school meets my child's particular needs	20	47	23	53	0	0	0	0
The school deals effectively with unacceptable behaviour	20	47	22	51	1	2	0	0
The school takes account of my suggestions and concerns	20	47	21	49	1	2	0	0
The school is led and managed effectively	21	49	22	51	0	0	0	0
Overall, I am happy with my child's experience at this school	23	53	20	47	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 February 2011

Dear Pupils

**Inspection of Broadwood Primary School, Newcastle-upon-Tyne, NE15 7TB**

Thank you for making the team so welcome when we came to inspect your school recently. We would like to thank all of you who filled in the questionnaires and those of you who met with us. Thank you also to those of you who were so keen to talk to us in class and at break and lunchtime. We were very impressed by your good behaviour and the sensible way that you move around school. We were pleased to find that the adults who work with you really care about you and look after you well.

We found that Broadwood Primary School is providing you with a satisfactory education. There have been improvements since the previous inspection. For example, children in Reception are making much more progress than they were and your teachers all have a much better grasp of the amount of progress that you are all making. This means that if you are falling behind you get extra help to catch up again. We found that your lessons are at least satisfactory, often good and occasionally outstanding. Your questionnaire returns show that you are very happy with your school.

Your school can still improve further and we have asked the governing body, headteacher and staff to make some changes to help you to learn more quickly, especially in English and mathematics. These are to:

- improve some lessons so that all of you are taught well all of the time
- plan to move many of you onto more difficult work more quickly
- reduce the amount of time that teachers talk in some lessons so that you can get down to writing and other activities more quickly.

You can help by continuing to behave as well as you do and always working hard.

Yours sincerely

John Paddick  
Lead inspector

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