

Broadford Primary School

Inspection report

Unique Reference Number	102317
Local Authority	Havering
Inspection number	355172
Inspection dates	11–12 October 2010
Reporting inspector	Peter Sudworth

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	321
Appropriate authority	The governing body
Chair	Ian Trew
Headteacher	Francis Walsh
Date of previous school inspection	19 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 24 lessons taught by 12 teachers. They held meetings with two members of the governing body, the headteacher, other staff and a group of pupils. They observed the school's work and looked at a range of documentation, for example that relating to safeguarding, curriculum organisation, pupils' work and the information used to track pupils' progress. The 73 questionnaire responses from parents and carers and those from staff and pupils were analysed. The lead inspector had conversations with two parents at their request.

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

- how well teaching enables all pupils to make enough progress
- the effectiveness of strategies to raise pupils' attainment
- the effectiveness of strategies to improve pupils' attendance
- how well the school provides for pupils with special educational needs and/or disabilities and for more-able pupils.

Information about the school

Broadford is larger than the average primary school. Children begin the Nursery part-time in the September following their third birthday. The proportion of pupils known to be eligible for free school meals is double the national average. The proportion of pupils designated as having special educational needs and/or disabilities is around the national average but was much higher in the previous year. A higher proportion of pupils than is usual join or leave the school at times other than those expected. The proportion of pupils from minority ethnic groups is broadly average, as is that of pupils who speak English as an additional language. The school manages its own breakfast club.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) 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.

Pupils' attainment in reading, writing and mathematics is low. Pupils' speaking and listening skills are also below those expected for their age. The school recognises that there has not been enough improvement because it has not been sufficiently analytical when tracking pupils' progress. The school has recently implemented strategies to tackle these shortcomings but any impact has yet to be seen on outcomes for pupils. Teaching and learning are inadequate. The school has not focused sharply on pupils' learning or on ensuring that there is enough pace and challenge in lessons, for example, in the work set for more-able pupils. Staff plan lessons in which opportunities for pupils to apply their literacy and numeracy skills in different subjects are infrequent. Senior staff and subject leaders have not rigorously monitored pupils' progress or evaluated the quality of their learning. Consequently, they have not identified pupils' underperformance and so have missed opportunities to provide the necessary challenge and support to bring these pupils back on track.

Parents and carers have varied views of the school. Some praise the school for what it has done for their children, while others express a mixture of concerns, for example about behaviour. Pupils' behaviour is satisfactory. Pupils express more positive views than their parents and carers and state that they enjoy school. They say, 'It is a place to meet my friends' and 'a good place to learn'. While they feel safe in the main, a few children are disturbed by unkind name-calling. Pupils know the dangers of smoking and drugs. Pupils have very limited opportunities to engage with the local community. Effective monitoring by key administrative and other staff has improved attendance and reduced rates of persistent absence. Nevertheless, overall attendance rates are low compared with the national average.

Senior leaders and the governing body have not worked together effectively as a partnership. Governors have not always been provided with timely information and they have been insufficiently analytical of the school's performance. Staff have not been rigorous in monitoring the quality of teaching and learning or in identifying what works well and what needs improvement in order to raise attainment. The school's self-evaluation is weak. In some instances, it is too generous; for example in judging the school's capacity to improve and how well equality of opportunity is promoted. The process of self-evaluation has not involved all stakeholders. Given the track record of low

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attainment, too little improvement since the last inspection and other weaknesses in the school's work, its capacity to improve is inadequate.

What does the school need to do to improve further?

- Raise attainment and the rate of pupils' progress in reading, writing and mathematics by:
 - tracking pupils' progress more rigorously and taking action when individual pupils are not making enough progress
 - developing pupils' speaking and listening skills so that increased facility with language supports the improvement of the quality of their writing
 - providing pupils with greater opportunities to apply their literacy and numeracy skills in different subjects
 - improving the partnership with parents and carers further so that they can support their children's learning more effectively at home.
- Improve the leadership and management of the school by:
 - ensuring that senior leaders and managers provide better quality and timely information to the governing body so that governors are better informed and prepared to interrogate and robustly challenge the school's performance
 - ensuring that subject leaders are proactive and rigorous in their roles, have a clearer focus on pupils' progress across the school and are held more accountable by senior managers
 - making sure that the senior leadership team maintains an overview of all that happens in the school, and has a much sharper insight into pupils' progress and attainment
 - taking action to increase pupils' awareness of diversity in the United Kingdom and further afield.
- Raise the quality of teaching and learning so that a much greater proportion is good or better and staff have higher expectations of what pupils can achieve by:
 - ensuring that lessons move at a brisker pace
 - setting work that is well-matched to pupils' different abilities
 - increasing the level of challenge to accelerate the progress of more-able pupils.
- Increase rates of attendance and improve punctuality through continued efforts with parents and carers, including taking action against those who do not send their children to school regularly.

Outcomes for individuals and groups of pupils**4**

Attainment on entry to the Early Years Foundation Stage is well below that expected for children of this age. Pupils' attainment throughout the school is low. While the children enjoy school and make a satisfactory start to their education in the Early Years Foundation Stage, overall pupils do not make sufficient gains in their learning. Their achievement is inadequate. Progress is better in some year groups than others and this inconsistency

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results in low attainment. Planning for the mixed-age classes takes insufficient account of pupils' different ages and abilities. Too few pupils reach the higher levels at the end of Years 2 and 6. Pupils' attainment in writing is particularly weak. The school has recently begun working to improve this through a structured programme of support, but this has yet to bear fruit. Too many older pupils do not use joined handwriting and this slows the amount of work produced. In some subjects, such as history and science, overuse of undemanding worksheets limits creativity, writing development and pupils' pride in their work.

The local authority has put in a great deal of support to try and help the school. Despite this support, the school has not been successful enough in increasing pupils' rates of progress. Satisfactory individual and group support for pupils with special educational needs and/or disabilities enables these pupils to make satisfactory progress, as is the case for pupils who speak English as an additional language. In the main, however, pupils' speaking and listening skills are weak and pupils often struggle to find the correct vocabulary to express themselves.

Although improving, pupils' attendance is low. Most pupils feel safe in school. Behaviour in class and when at play is satisfactory. Pupils understand healthy life- styles and know which foods to choose as healthy options. Their engagement in physical activity is satisfactory. Pupils play an active role within their school community through the work of 'pupil voice'. They have raised funds for a range of charities, although their involvement in, and contribution to, the local community are very limited. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils' social skills are developed satisfactorily in the school and also in the breakfast club. The spiritual and moral elements are promoted well through good-quality assemblies. Pupils are happy to be members of the school council and talk proudly of their duties, such as ensuring no-one is lonely at playtimes. Pupils are inadequately prepared for their future education because they have weak basic skills and poor attendance.

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These are the grades for pupils' outcomes

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

¹ 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?

There is too little good teaching and a small amount that is inadequate. Assessment data are poorly used so that not all pupils are given challenging work. The use of tracking data has not been effective enough in identifying strengths and weaknesses in pupils' learning. In particular, teachers' expectations of what the more-able pupils can achieve are too low. Teachers endeavour to make sure that pupils are clear about what they are going to learn. This is sometimes effective, but in other lessons objectives are not expressed in a way that pupils can understand. In a significant number of lessons, teachers talk for too long, leaving insufficient time for the pupils to benefit fully from the activities. This results in a pace of learning which is too slow and a lack of urgency. Furthermore, in the main, the teaching assistants are not involved during introductions to lessons. Marking is up-to-date, conscientious and with good practice seen where the teachers make suggestions which help the pupils understand how to improve. Target-setting helps the pupils know their next steps in learning. Where teaching is good, teachers prepare their lessons well and share the content with the pupils on electronic screens, which helps pupils' concentration levels and their learning. Good relationships between adults and pupils give the pupils confidence to contribute to learning activities.

A satisfactory range of learning opportunities is provided for the pupils. Theatre groups and theme weeks sometimes add extra interest, although opportunities for pupils to learn at first hand through visits are limited. Links between subjects are developing, as in a Year

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4 literacy lesson where pupils were linking their writing to a Second World War incident. Pupils have weekly lessons in information and communication technology: its use in different subjects is developing. The provision of extra-curricular activities is satisfactory, although the cost limits some pupils' involvement and so the school is not being fully inclusive.

Pupils look out for each other, showing a good level of concern. Good arrangements between schools support transition to secondary school. Within the school, pupils are prepared effectively for their move into the next class. New arrivals are helped to settle quickly. Learning mentors are effective in dealing with pupils' emotional difficulties and the school's attendance officer contacts families at an early stage if there are specific concerns about attendance. There is an adequate number of first-aiders. Staff know which pupils may be vulnerable but the policy for meeting their needs is in draft form. Satisfactory care is provided in the breakfast club.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Until recently, the school has not given enough attention to improving pupils' attainment through rigorous analysis of their progress. Consequently, underachievement has not been tackled. The school lacks a culture of driving improvement, embedding ambition and tackling underachievement with enough thoroughness, despite the use of various monitoring strategies. The school development plan identifies areas for improvement but these are not clearly enough linked to pupils' outcomes and key weaknesses. For example, the school recognises that the pupils' speaking and listening skills are weak but this is not prioritised in the plan. However, the school has begun a writing project in Years 3 and 4 in an effort to improve pupils' writing skills.

The governing body is well organised and keen to support and challenge the school. However, its members do not get sufficient information at the right time to ask pertinent questions and the school does not always present information clearly. The governing body is not sufficiently involved in strategic planning. The governing body, together with the headteacher, fulfils its statutory duties to ensure that safeguarding arrangements are secure. Staff receive regular training in child protection matters and vulnerable pupils' records are well maintained. Management of the breakfast club is satisfactory.

Promotion of community cohesion is unsatisfactory. However, an action plan has been devised to prepare pupils to become active citizens in a culturally diverse society although few steps have been taken to implement this. Links with the wider community, and pupils' understanding of global perspectives, are underdeveloped. Despite the good attention to

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pupils with special educational needs and/or disabilities and avoidance of discrimination, the promotion of equal opportunities is inadequate as too many pupils do not achieve as well as they should. Insufficient attention is given to ensuring that those who are more able are appropriately challenged or have sufficient opportunities to fulfil their potential. Links with parents and carers are satisfactory; the school successfully encourages them to attend assemblies and meetings about different aspects of school life.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in their personal development and reach the level expected for their age. They make satisfactory progress in other areas of their learning although their attainment is usually below that expected. However, their skills in communication, language and literacy have much improved recently through greater attention to the sounds that letters make (phonics). Leadership and teaching in the Early Years Foundation Stage are satisfactory. The staff create a friendly environment. Children enjoy school and are well cared for. They have good opportunities to select their activities in addition to more formal group work. They behave well and are caring towards each other. Staff provide good opportunities for children to develop their speaking skills, for example in the puppet theatre, but do not always seize on these to extend the children's language or build on their prior knowledge to develop their understanding further. In a mathematics activity when the children were identifying shapes, the opportunity was missed to compare a square and a rectangle beyond the fact that they both had four sides. Limited opportunities are provided for children to investigate and develop a sense of wonder and enquiry. Children enjoy their activities and develop a good level of independence. They are keen to tidy up at the end of sessions and to help keep their classrooms in order.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents' and carers' views of the school are mixed but a number of those who returned the questionnaire expressed worries. Of particular concern is the way that behaviour is managed. Inspectors observed satisfactory behaviour during the inspection in lessons and around the school. However, the school has justifiably excluded pupils who have caused major difficulties and affected other pupils' learning. Parents raised a range of other concerns including: the rate of children's progress and their enjoyment of school; the arrangements for transition to secondary school; the leadership and management of the school; the attention paid to parents' and carers' suggestions and complaints; and their happiness with the overall school provision. This inspection also raised some of these concerns, especially regarding the pupils' progress and the leadership and management of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadford 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	44	31	42	7	10	0	0
The school keeps my child safe	33	45	36	49	3	4	0	0
My school informs me about my child's progress	25	34	28	52	6	8	0	0
My child is making enough progress at this school	23	32	36	49	10	14	1	1
The teaching is good at this school	22	30	40	55	2	3	0	0
The school helps me to support my child's learning	19	26	43	59	4	5	3	4
The school helps my child to have a healthy lifestyle	24	33	42	58	1	1	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)	17	22	40	55	9	12	0	0
The school meets my child's particular needs	20	27	42	58	6	8	1	1
The school deals effectively with unacceptable behaviour	14	19	29	40	21	29	6	8
The school takes account of my suggestions and concerns	16	22	44	30	3	8	5	7
The school is led and managed effectively	21	29	32	44	10	15	3	4
Overall, I am happy with my child's experience at this school	24	33	36	49	8	11	2	3

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 pupils' 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.



13 October 2010

◆ Dear Pupils

◆ Inspection of Broadford Primary School, Romford RM3 8JS

◆ I write on behalf of the inspection team. Thank you for your help when we visited your school and for talking to us about your work and giving your views. We enjoyed meeting you and seeing you at work in lessons. We were pleased to note that you find teachers' comments on your work helpful. We liked the way that you have targets for your learning. We found this very useful. You told us that you like meeting your friends at school and that you have fun.

◆ Despite these good things, a number of you do not make as much progress as you should or achieve what you are capable of. We have placed your school in 'special measures'. This means the school will get extra help to ensure that you all make good progress and reach higher levels in your subjects. We have asked the headteacher and others to:

- help all of you to make better progress and reach higher levels in reading, writing and mathematics, including those of you who find work easy ◆
- make sure that the school's leaders and managers keep a watchful eye on your progress and all other aspects of the school's work
- improve the quality of teaching so that your learning also gets better
- make sure that you come to school as much as you can (except when you are ill) and encourage your parents to bring you on time
- help you to understand the differences in people's beliefs and ways of living.

You can all help by attending regularly, doing your best, paying attention and concentrating hard on your learning. ◆

We hope that you will all do well in the future.

Yours sincerely

Peter Sudworth

Lead Inspector

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