

# Broad Heath Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	103672
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355424
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Edward Wheatley

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>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Abdul Khan
<b>Headteacher</b>	Mrs Jane Frankish
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Hanford Close Coventry CV6 5DP
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## Introduction

This inspection was carried out by four additional inspectors who observed 18 lessons taught by 11 teachers. Inspectors spoke to groups of pupils, staff, and members of the governing body. They observed the school's work, looked at pupils' work, information about their progress and school planning. They analysed responses to 75 parental questionnaires.

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

- How well pupils from different backgrounds and of different ability achieve and whether teaching is challenging enough.
- How well pupils know about their progress and how they can improve their work.
- How effectively the school identifies and deals with underperformance.

## Information about the school

This is a larger than average sized primary school where numbers of pupils have increased rapidly in the last two years. Most pupils come from minority ethnic groups and the most common first languages spoken are Urdu, Punjabi and Gujarati. Many pupils join the school during the year, mostly speaking no English. The main languages of these pupils are Polish, Somali, Afghan, Kurdish, Ethiopian and Romanian. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils have mainly moderate learning difficulties, and very small numbers have specific learning difficulties, speech, language and communication needs, hearing impairment or autism. The school has national Healthy School status, the Activemark and Sportsmark awards, and the local authority Anti-Bullying Charter Mark. There has been a large change in staffing, with eight new staff joining the school in September 2010.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils' attainment is broadly average and their achievement is good. Some pupils make excellent progress. Attainment varies from year to year according to pupils' prior abilities, but progress is consistently good because of the school's effectiveness in addressing the needs of individual pupils. Standards in mathematics slipped a little recently, but are catching up quickly with those in English again. Pupils arriving at the school speaking little or no English make good progress and settle into the good learning habits of other pupils readily. Pupils from minority ethnic groups do well, as do pupils with special educational needs and/or disabilities. The pace of progress slows occasionally because pupils' independent learning skills are not consistently well developed. Children in the Early Years Foundation Stage make good progress overall, although they do not have consistently well developed independent learning skills. Parents and carers are pleased with the school, the approachability of the headteacher and how much their children enjoy school. One parent, echoing the views of others, commented that their child 'is passionate about learning to read, write, draw and count'.

Pupils behave well. The attendance of the great majority of them is above average. Pupils' understanding of the importance of healthy lifestyles is good and they take on responsibilities readily. For example, they work to keep a local park clean and tidy, raise funds for charities and support a local care home for the elderly. Pupils are friendly and helpful to visitors; they feel extremely safe and have an excellent understanding of how to stay safe. The preparation of pupils for the next stage of their education is satisfactory.

The quality of teaching is good. Relationships between staff and pupils are extremely good and pupils are keen to learn. Most lessons have challenging work, well matched to pupils' needs and based on accurate assessment of performance and high expectations of the progress pupils should make. The match of work to pupils' needs is improving as less experienced teachers increasingly use assessment information to match work accurately to individuals' needs. However, sometimes work is too directed by adults so that pupils do not have enough opportunity to work independently and to plan their own work and this limits pupils' attainment. Marking is clear, tells pupils how well they are doing and what to do next. Pupils have a good understanding of their performance and how to improve their work. The curriculum is well organised to provide natural links between subjects. Computers are used well to support learning. There are well established activities to promote pupils' writing skills and an improving range of activities to support the development of numeracy skills.

The quality of care, guidance and support for pupils is excellent. The links with homes are outstanding and those with external support agencies are good, and especially effective and sympathetic to pupils joining the school speaking little or no English. Procedures to

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deal with bullying and racism are excellent. There are very few incidents of either and pupils are very confident that problems are dealt with extremely well.

Effective leadership and management strongly underpin the school's good capacity for further improvement. The analysis of pupils' performance is outstanding and used extremely effectively to identify underperformance, to deal with it quickly and to provide professional support for teachers. This results in pupils' good and improving progress. Others in leadership roles contribute effectively to school improvement and those new to management responsibilities contribute increasingly well. The governing body is well informed and challenges the school to ensure it continues to improve.

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

- Raise levels of attainment by ensuring that by Easter 2011 there are regular opportunities in all classes for pupils to take the initiative for their own learning.
- In the Early Years Foundation Stage ensure that by Easter 2011 there are planned opportunities for child-initiated activities, especially in the outdoor learning area, so that children develop independent learning skills.

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

**2**

Learning is good and pupils make good progress. Progress is rarely less than satisfactory and is sometimes excellent. In English, achievement is especially good because opportunities for literacy activities are established in all areas of the curriculum so that skills in writing, speaking, reading and vocabulary are continually and successfully reinforced and extended. For example, in one lesson pupils read about different countries, discussed their features and decided what to pack for a holiday there, and then wrote about that. This was effective in developing pupils' spoken and written English, as well as helping them learn about other countries. In mathematics, progress has slipped because the distinctive use of particular terminology in mathematics is unfamiliar to some pupils, especially for those who speak little English. However, attainment in mathematics is rising because pupils are gaining greater understanding of and confidence in using the language of mathematics as the school ensures this is a focus of numeracy work. The most able pupils, those with special educational needs and/or disabilities and those from minority ethnic backgrounds make equally good progress. While progress is good overall, occasionally the pace of learning is slower because teachers and classroom assistants give too much direction, rather than encouraging pupils to find out for themselves.

Pupils enjoy school and want their school to be successful. They are considerate towards one another and respect each other's opinions and cultures. They are responsible and mature and ready to work for charities for people less fortunate than themselves. The school council works effectively. For example, pupils have been involved in ensuring safety of the school site and have learnt how to keep themselves safe in the process. Pupils' spiritual, moral, social and cultural development is good. They learn a lot about different cultures related to pupils in their own classes. At a wider level, their understanding and respect for other cultures in Britain and in the wider world is improving. A very small number of pupils are frequently absent, but this is reducing and attendance has improved steadily in recent years as a result of school's efforts.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</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>2</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>	2
<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?

Pupils are enthusiastic about lessons. Teachers' expectations are high and they use accurate assessment information increasingly effectively to make sure work is pitched at the right level for pupils. Activities are varied and interesting and the pace of learning is usually fast. Pupils who struggle with English receive particularly good support. For example, the accurate modelling of pronunciation for pupils to copy and the challenge to then identify the letters making those sounds helps pupils gain skills in speaking and writing English rapidly. Extension work for the most able pupils challenges and motivates pupils to achieve well. In most lessons teachers set tasks and ask questions that make pupils think about their learning and work out problems with increasing confidence. However, this is not always the case and occasionally teaching limits pupils' opportunities to show initiative in finding out things for themselves.

The curriculum is well organised. The topic and project approach to learning engages pupils effectively so that they see relevance in what they do. A good range of resources, including books and computers, small group work and art activities help sustain pupils' concentration and help develop literacy skills. The school is increasing the range of opportunities to reinforce numeracy skills. Trips to museums and art galleries, visitors to provide drama experiences, information about children's homes, business and enterprise opportunities, all help to enrich pupils' experiences. The range of sports and other out-of-school activities is good and the majority of pupils take part with enthusiasm and success.

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This is reflected in the fact that the school has the Sportsmark award. The personal, social and health education programme contributes effectively to pupils' emotional development and maturity.

The school takes exceptionally good care of its pupils. Vulnerable pupils are extremely well supported. Pupils and their families feel confident that their concerns are met. The school works closely and effectively with welfare services to reduce absence. The support for pupils with special educational needs and/or disabilities and those joining the school during the year is extremely effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides exceptionally good leadership. She is extremely clear about her expectations for the school. Her ambition and drive for the school's further improvement are shared by all staff. Those new to leadership are effectively supported so that they can play their part in school evaluation and promoting improvements. As the school grows in size the headteacher is slowly delegating some of her previous responsibilities to other members of staff so that they acquire leadership experience. Issues from the previous inspection have been dealt with effectively, and good teamwork ensures that improvement continues.

The governing body plays an effective role in supporting the school and holding it to account. Governors ensure that the school is extremely secure and safeguarding requirements are fully met. All staff have an excellent understanding of safeguarding issues and parents, carers and pupils are regularly consulted to ensure the high quality of procedures are maintained. The school engages parents and carers exceptionally well in contributing to pupils' learning. For example, parents and carers are kept well informed, there are extensive opportunities for them to visit the school, consult with teachers on pupils' progress and a contract to ensure parents and carers support pupils with their homework. Partnerships to support pupils' well-being and learning are good, with effective links with other schools, business and support services. There are effective systems to ensure all pupils achieve well and that differences in performance in different subjects are reduced. Discrimination of all kinds is dealt with extremely well. Efforts to promote community cohesion are successful and improving as the school widens its links with different communities in Britain and around the world.

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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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress from below average starting points. Many children start with poor English language and numeracy skills. Most children achieve the early learning goals although some do not in language and number work. Some children make excellent progress and the great majority enjoy being at school. They behave well and are excited about new experiences. For example, digging seeds out of a pumpkin to make soup and looking at leaf veins under a magnifying glass fascinated them during the inspection. However, they do not always develop independent learning skills well enough because adults sometimes direct children too much, rather than allow them to initiate their own ideas. This is particularly noticeable during activities in the outdoor area. Nevertheless, teaching is good. It is challenging, adults are sensitive to the emotional needs of children and activities are well matched to their needs. The learning areas are stimulating and well resourced. Children are well cared for, they are safe and links with homes are extremely good. Leadership and management are good, with a strong focus on improving language and numeracy skills.

*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	2



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Stage	
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## Views of parents and carers

Almost all of the parents and carers who responded to the questionnaire are entirely supportive of the school. A small number do not agree that they are kept well informed about their children's progress, but inspectors found that the school has extremely effective means to do this through a well organised programme of meetings, and day-to-day contact with homes. A few feel their children do not make enough progress and that the school does not take parents' and carers' views into account. However, inspectors found that generally pupils make good progress and that the school is very attentive to parents' and carers' views and concerns. For example, the school improved parent consultation time to a whole week to ensure parents and carers have as much opportunity as possible to meet teachers.

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

Ofsted invited all the registered parents and carers of pupils registered at Broad Heath Community 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	71	21	28	0	0	0	0
The school keeps my child safe	62	83	13	17	0	0	0	0
My school informs me about my child's progress	49	65	23	31	2	3	0	0
My child is making enough progress at this school	47	63	24	32	3	4	0	0
The teaching is good at this school	51	68	24	32	0	0	0	0
The school helps me to support my child's learning	50	67	25	33	0	0	0	0
The school helps my child to have a healthy lifestyle	52	69	22	29	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)	41	55	26	35	4	5	0	0
The school meets my child's particular needs	42	56	28	37	5	7	0	0
The school deals effectively with unacceptable behaviour	50	67	24	32	0	0	1	1
The school takes account of my suggestions and concerns	36	48	34	45	3	4	0	0
The school is led and managed effectively	45	60	29	39	0	0	0	0
Overall, I am happy with my child's experience at this school	51	68	24	32	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	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](http://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"><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.**



8 October 2010

Dear Pupils

**Inspection of Broad Heath Community Primary School, Coventry, CV6 5DP**

Thank you for welcoming us so warmly when we visited your school. You told us a lot about why you like your school so much. You are at a good school, and here are some of the things we found during our two days with you.

You make good progress from Nursery through to Year 6.

Teaching is good. Work is matched to what you need to learn well, and you enjoy learning. There are lots of activities, links between subjects and out of school clubs to help make learning interesting and fun.

The school takes really good care of you and makes sure the school is safe. This helps you to feel very safe indeed.

The headteacher, staff and members of the governing body work hard to make sure the school continues to improve.

You behave well. You are thoughtful about how you treat each other and respect the wide range of backgrounds many of you come from.

You know how to stay healthy. Most of you eat healthily and take exercise.

Those of you with responsibilities carry them out well and your understanding and knowledge of the different people living in Britain today is steadily improving.

Your parents and carers support the school and your learning extremely well.

In order for the school to be even better we are asking your teachers to do the following things.

Raise attainment by providing opportunities for you all to work independently in lessons.

Make sure children in the Nursery and Reception classes have opportunities to choose and plan their own learning, especially in the outdoor learning area.

You can all help by showing teachers that you are able to work by yourselves.

Yours sincerely

Edward Wheatley

Lead inspector

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