

Broadlea Primary School

Newport Road, Lake, Sandown, PO36 9PE

Inspection dates 2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve well in all subjects. They enjoy coming to school where the good teaching ensures that they make good progress.
- Teaching has improved, is now good and has ensured that pupils' results in English and mathematics continue to rise. Standards attained by the end of Year 6 are at least in line with the national average.
- Pupils with a disability or special educational needs make good progress due to good teaching and the support they receive from the teaching assistants. Lessons are well planned to include these pupils and meet their needs.
- The school 'Achieve Believe Celebrate' reflects the values and ethos where everyone really does matter. Pupils say they feel very safe.
- Pupils' behaviour is good and pupils are highly respectful. Teachers have high expectations, which are understood and reflected in the pupils' positive attitudes. Attendance is average and improving.
- The headteacher is supported by a strong team of leaders, managers and governors, who are committed to sustaining future improvement to become outstanding in the future.
- Governors are responsive to the changes at the school and have challenged the teachers to improve their teaching, which is having a significant impact on progress and pupils' achievement.

It is not yet an outstanding school because

- Teachers do not always give the pupils enough opportunities to develop their independent learning skills.
- Information about pupils' progress is not always used well by leaders and managers to support, or target, their learning at the school.

Information about this inspection

- Inspectors observed 18 lessons and 16 teachers, of which several were joint observations with the headteacher or her deputy. A number of other short visits to lessons and small group work taught by teaching assistants were also observed. Inspectors also made short observations of sessions on the teaching of phonics (letter patterns and the sounds they represent).
- Inspectors listened to some pupils from Key Stage 1 read and had a meeting with pupils from Key Stage 2.
- Other meetings and discussions were held with governors, a representative from the local authority and school staff. An inspector also met with the manager of the two new special needs units within the school.
- Inspectors took account of the 18 responses to the on-line questionnaire (Parent View) and responses to the staff questionnaire during the inspection.
- They observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.

Inspection team

John Cavill, Lead inspector	Additional Inspector
Janet Simms	Additional Inspector
Robert Arnold	Additional Inspector

Full report

Information about this school

- Broadlea is a larger-than-average-sized primary school that has grown in size and recently moved into larger accommodation due to the reorganisation of education on the island. The majority of pupils are of White British heritage and most pupils attend from the local community.
- Two specialised special needs units (autism and speech and language) opened in September 2012 at the school. At present there are two children on roll at the autism unit.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is above average and has risen recently. The proportion of pupils who are supported through school action is average.
- The proportion of pupils who are eligible for pupil premium support is above average.
- More pupils than is usual join or leave the school at times other than is usual and start or complete their primary education elsewhere. The numbers have increased in recent years due to the reorganisation of the schools on the island.
- The school meets the current floor standards, the minimum standards expected by the government for pupils' attainment and progress.
- The school has a breakfast club on site, managed by the governing body.
- A privately-managed nursery is located on the school site, but is to be inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to outstanding overall by:
 - making sure that pupils do not sit too long listening to teachers talking
 - giving all pupils, particularly the more able, sufficiently challenging work that develops their independent learning skills.
- Improve leaders and managers use of assessment information to:
 - ensure that lower ability pupils, especially those in Key Stage 1, are provided with appropriate support to secure their basic skills in literacy and numeracy
 - provide more challenging, but realistic, targets for pupils who are disabled or have special educational needs.

Inspection judgements

The achievement of pupils is good

- Children start school in the Reception Year with knowledge and skills that are well below what would normally be expected for their age, especially in literacy and numeracy. For many children their social and emotional development is also very low.
- Good teaching and support in the Early Years Foundation Stage are ensuring that children make good progress, leaving the Reception class with skills that are still below what would normally be expected as they enter Key Stage 1, especially in literacy and numeracy.
- Large gains made in Reception by some children in their emotional and social development demonstrate the school's focus on improving children's life chances. Good progress continues for most children, but a minority lack some basic skills and knowledge. This limits their ability to undertake some Year 1 work with ease, and consequently their progress slows. In the Year 1 class, some pupils working on simple number sentences needed support in basic counting in order for them to engage with the work.
- By the time pupils reach the end of Year 6 their attainment is average in all subjects and they are prepared well for secondary school, reflecting their good progress. Pupils who are known to be eligible for the pupil premium and those with disabilities or special educational needs make good progress throughout the school, reflecting a fully inclusive culture. Good induction procedures ensure that pupils who join the school throughout the year are settled and assessed quickly. Teachers plan lessons well and the deployment of teaching assistants is highly effective, resulting in new pupils making good progress.
- Improvements made in the teaching of mathematics, including the 'Big Maths' work, have successfully closed the gap in achievement that used to exist. The emphasis on communication, reading, writing and mathematics within the creative curriculum topic work ensures pupils maintain their good progress across the whole curriculum.
- Pupils enjoy reading. Supported by good phonics teaching, they attain average levels by the end of Year 6, reflecting the good progress made from the end of Year 2 when standards are just below average. In a Year 5 English lesson, pupils were writing diary entries based on characters from books by the same author. Their enthusiasm demonstrated a good comprehension and the ability to reflect on the characters.

The quality of teaching is good

- The drive to improve the quality of teaching, which is now good, has secured good progress for all pupils.
- Teachers' subject knowledge is good and staff question pupils well to monitor progress effectively. Consequently, pupils do well and are given work which is carefully matched to their individual needs and ability. This leads to good progress. However, in a few lessons, teachers spent too long talking to the whole group, limiting their progress. This was especially noticeable for the more able pupils who were often going over work that they already understood, so limiting their ability to develop independent learning skills.
- Resources are used well to support learning. The use of single building blocks and numerical mathematical tiles, to support the tasks for different abilities in a Year 4 mathematics lesson on doubling numbers, ensured that all pupils made rapid progress.
- Reception children benefit from good teaching. Routines are established from the start and expectations are high. Activities provided for the children are well planned to develop their emotional and social skills alongside their work in numeracy and literacy. Staff model good behaviours and explain this well to the children. For example, children choosing to play in the supermarket role-play area were monitored well and developed their communication skills while working together and serving each other.
- The teaching of reading is good. It is well supported by daily phonics sessions in the Reception

classes and Key Stage 1. Pupils enjoy reading at school and reading logs provide a good link with home.

- The majority of parents who responded to the questionnaire thought that their children were taught well and made good progress at the school. Pupils also said that teaching is good.
- The assessment of pupils' work is good and regularly undertaken. It is particularly effective in English where teachers' comments are focused and provide excellent support. Pupils value the constructive feedback and use this to improve their learning by responding to the clear guidance on the next steps they should take. Pupils can explain what they have to do next in order to improve and are able to link this to their targets. Regular use made of self- and peer assessment to support good learning in lessons.
- There is a positive climate for learning and relationships are good. This is seen as classrooms full of well-behaved children who are focused, working together and eager to do well.

The behaviour and safety of pupils are good

- Pupils are well behaved in lessons and around the school. They have positive attitudes towards their learning and generally work with good concentration in lessons. There is very little disruption and any unacceptable behaviour is very well managed by the teachers and teaching assistants. It is clear that pupils fully understand the difference between right and wrong.
- All pupils, including those in the Early Years Foundation Stage, feel very safe at school. They report that they are well looked after and they are confident that adults at the school will deal with any problems that they may have quickly. Behaviour in the breakfast club is good.
- Responses to the questionnaire were inconclusive, due to the much lower than average response. However, of those who did respond, a very small proportion raised any concerns about behaviour, bullying or safety. Pupils believe that behaviour is good at the school and that there is very little bullying of any kind, including physical and emotional bullying, but know that the school would deal with it quickly and effectively.
- Pupils are keen to do well and the 'Go for Green' approach is highly regarded. The school council provides pupils with an opportunity to take an active role in improving their school, with activities such as the newly formed Bullying Intervention Group being used to eliminate all aspects of bullying from the school.
- Pupils are keen to come to school and enjoy learning. Their attendance is average, but improving largely due to improved engagement with the parents. Pupils are usually punctual getting to school and to lessons.

The leadership and management are good

- The headteacher leads a committed team of staff who are focused on continual improvement. The vision to know, understand and improve the 'whole child' is shared by all staff and celebrated regularly.
- All leaders, including governors, continuously reflect on how things are going and are willing to learn from experience. They are a cohesive group of professionals who work closely together to help ensure all pupils do as well as they can. They successfully promote equality of opportunity, foster good relations and ensure there is no discrimination.
- Leaders focused on the core function of the school during the reorganisation period and have secured improvements in the quality of teaching. Procedures to check the performance of teachers are well managed and effective, with a sharp focus on improving outcomes. Secured through a shared responsibility, with both senior and middle leaders being responsible for monitoring and providing support to colleagues. Professional development has been identified to have the greatest impact and staff have been galvanised with a single aim to sustain any improvements.
- Leaders use assessment information regularly to monitor the pupils' progress and set challenging

targets. Assertive mentoring of all pupils is being used to good effect, making good use of tracking data, and is ensuring equality of opportunity. However, end of year targets are often too challenging for pupils who are disabled or have special educational needs, leading to their individual action plans being too complicated and unachievable.

- The creative curriculum is effective and exciting. In most lessons it meets the needs of all pupils. However, in some lessons in Key Stage 1, the work does not take into account the gaps that some lower ability pupils have in their basic skills and knowledge. Curriculum leaders do not always ensure that teachers' planning takes full account of this information and, consequently, the work is overstretching them and their progress slows until they catch up with their peers.
- Assemblies, visits, residential trips and topic work, such as the Year 4 Moshi Monsters project, where pupils developed their own interests and produce work that is being used to decorate the school, provide a wide range of experiences to promote pupils' spiritual, moral, social and cultural development.
- All statutory requirements relating to safeguarding are robustly and successfully managed.
- The local authority provides light touch support to this good school.
- **The governance of the school:**
 - provides good challenge and support to the senior leaders
 - is effectively involved in self-evaluation and keeps a sharp eye on assessment information about the school's performance
 - ensures that the funds received through the pupil premium are allocated and used effectively and help raise pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118175
Local authority	Isle of Wight
Inspection number	405754

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Natasha Nightingale
Headteacher	Maxine Leppard
Date of previous school inspection	29–30 September 2010
Telephone number	01983 402403
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