

Broadfield East Infant School and Nursery

Inspection report

Unique reference number	125920
Local authority	West Sussex
Inspection number	381151
Inspection dates	3–4 July 2012
Lead inspector	Jeanie Jovanova

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	The governing body
Chair	James McGough
Headteacher	Sharon Anderson
Date of previous school inspection	17–18 September 2008
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Age group	3–7
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Introduction

Inspection team

Jeanie Jovanova	Additional inspector
Anthony Byrne	Additional inspector
Martin Marsh	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons or parts of lessons taught by 12 teachers, including guided reading and phonics (letter patterns and the sounds they represent). They spent time in the playground, sat with children at lunchtime and attended an assembly as well as holding meetings with staff, pupils and representatives of the governing body. Inspectors took account of the responses to the online Parent View survey in planning the inspection. They looked at documents related to safeguarding and child protection, the school's self-evaluation and development planning, minutes of governing body meetings, reports from external consultants and data relating to pupils' performance. They analysed the results of the 32 questionnaires returned by parents and carers as well as those completed by staff.

Information about the school

This is a larger-than-average infant school. The proportion of pupils known to be eligible for free school meals is just under the national average. The proportion of pupils from minority ethnic backgrounds is higher than the national average; more than half of those pupils speak English as an additional language, of whom very few are at the early stages of learning English. The proportion of pupils supported at school action plus or who have a statement of special educational needs is nearly double the national average. There has been a significant change in leadership since the previous inspection with the deputy having left and a new headteacher in post since the summer of 2010. The school operates a breakfast and after-school club on the premises. The school will be converting to academy status in September 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

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

Key findings

- This is a satisfactory school. Parents and carers praise the way staff deal promptly and effectively with any issues or queries they have. It is not a good school because teaching is not consistently good enough to promote rapid progress in all year groups and improvements are too recent to be securely embedded. Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory and improving. As a result of recent successful initiatives, pupils entering Year 1 have made good progress from low starting points to reach standards in line with most five-year-olds. However, attainment at the end of Year 2 in English and mathematics has been below national expectations for the last five years and recent improvements in attainment are not fully embedded in all year groups.
- Teaching is satisfactory and improving. Good practice in the Early Years Foundation Stage now enables children to get off to a good start. Teaching is more variable in Key Stage 1 where teachers do not always explain tasks clearly enough, check how well pupils are doing during lessons, set high enough expectations or use resources to best effect.
- Behaviour is good and pupils are kept safe. Pupils are courteous and considerate towards each other and say they love coming to school. They concentrate well in lessons and take an active part in their own learning. Attendance, which was low at the time of the previous inspection, has now risen so that it is broadly average.
- Leaders, including the governing body, have a clear aim and focus relentlessly on improvement. They manage staff performance well so that teaching is improving steadily. However, middle leaders are not as effective as they should be in monitoring standards in their areas of responsibility.

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What does the school need to do to improve further?

- Raise the quality of teaching in Key Stage 1 to good or better so that all pupils make good progress by:
 - ensuring tasks are clearly explained and the steps pupils need to take to achieve them are precise, show logical progression and are communicated without ambiguity
 - checking progress regularly during lessons and adapting tasks where necessary, including adding additional challenge
 - setting minimum expectations for pace, presentation and quantity of work required
 - maximising the use of resources, in particular the use of additional adults.
- Develop the effectiveness of middle leaders in monitoring standards in their area of responsibility by:
 - ensuring they use assessment data to analyse pupils' progress and act upon their findings
 - contributing to improving the quality of teaching where this is necessary.

Main report

Achievement of pupils

Children join the school with skills that are low in comparison to those levels expected for three- and four-year-olds, particularly in communication, language, literacy and mathematics. Progress over the past two academic years has been good in the Early Years Foundation Stage which has enabled increasing numbers of children to gain ground and begin to catch up with their peers. For example, children in Reception were exploring the idea of one more and one less. The teacher, building on their natural curiosity, skilfully responded to their exploratory comments by asking increasingly challenging questions which they answered with insight and relish. Consequently, those children made great gains in their understanding of number. While this shows that the legacy of underperformance is being successfully redressed, attainment in writing and mathematics at the end of Year 2 remains below national expectations because these improvements are relatively new and teaching is inconsistent in Key Stage 1. Consequently, pupils' progress is only satisfactory from their low starting points.

Progress and attainment in reading follow a similar pattern to those in mathematics and writing. At the end of Key Stage 1, attainment in reading is still below the national average but pupils in the current Reception classes are working comfortably within the recommended phase of phonics development for their age. The vast majority of parents and carers feel that their child makes good progress. Inspectors agree that this is the case in the Early Years Foundation Stage and that there is an improving picture in Key Stage 1.

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The progress of pupils from different groups is carefully monitored. Where interventions provided respond to specific needs, their impact is closely measured to ensure they are effective, with the result that supported pupils make the same rate of progress as their classmates. Consequently, disabled pupils and those who have special educational needs do well in these sessions, as do pupils who speak English as an additional language. However, the gains made in interventions are not always built upon in the classroom so achievement overall for these groups remains satisfactory but improving, as for all pupils.

Quality of teaching

Overall, teaching, including support for disabled pupils and those who have special educational needs, is typically satisfactory because it promotes satisfactory outcomes for pupils. However, internal monitoring of the quality of teaching shows that inadequate teaching has been largely eradicated and the percentage of good or better lessons is increasing. Inspectors' judgements confirm this evaluation. Where teaching is effective, tasks are explained clearly, questioning promotes independent thinking and work is matched carefully to individual needs. Resources are also well used. In a Year 2 lesson, pupils made good gains in their understanding of how to improve a text by including a range of features. The teacher communicated very clear instructions and expectations, regularly checked their progress and made adjustments accordingly, introducing an additional level of challenge to a group who had completed the task well. The needs of pupils who required extra support were also well met because the teaching assistant was extremely well deployed. She sat with several pupils during the teacher's introduction to ensure that they understood and participated. She then worked with a group using a box of objects to stimulate ideas and extend language. As a result, those pupils produced creative writing on a par with that of more-able pupils.

Where teaching does not promote rapid progress, resources are not capitalised upon in the same way. In a number of lessons, inspectors noted teaching assistants who were not being deployed as effectively, particularly during the whole-class input. Where teaching is less effective, the efficiency of marking is hampered by poor presentation in books. It is not always made clear to pupils how much work is expected of them, so they do not complete enough to fully practise the skills they are being taught, or work as quickly as they could.

The teaching of reading is improving. In the Early Years Foundation Stage, opportunities to share books, to play around with letters and spelling and to read together mean that pupils make good gains in their reading skills. Phonics continues to be taught systematically in Key Stage 1 but progress here is more variable depending on the skill level of the teachers. There are good systems in place for supporting pupils who find reading a challenge, for example, teachers with specialist expertise in reading interventions. Consequently, those pupils make good gains in reading skills. Teachers regularly create opportunities for moments of awe and wonder, such as in Forest School activities in the Nursery or watching a butterfly hatch in Reception. Pupils are also encouraged to work together well and show a

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maturity in this that belies their years. Parents and carers were overwhelmingly positive about the teaching in the school. Inspectors agree that teaching is now good in the Early Years Foundation Stage and satisfactory but improving in Key Stage 1.

Behaviour and safety of pupils

Pupils behave well both in lessons and around the school. They demonstrate positive attitudes to learning and make sensible choices about how and what they want to learn, particularly in the Early Years Foundation Stage. Most parents, carers and pupils are positive about behaviour. However, a very small minority of parents and carers expressed some concerns over their child's lessons being interrupted due to bad behaviour. Examination of behaviour logs, direct observation and discussions with pupils and staff revealed that the school has effective, consistent, well-structured systems in place for managing and improving behaviour. This means that, while there are a number of pupils who have identified behavioural difficulties, disruptions are extremely rare. Due to a range of effective strategies introduced by the current leadership team, attendance, which was a concern at the previous inspection, has improved considerably. Even the youngest children can explain what they would do if they felt they were being bullied. They understand that bullying can take various forms, such as name-calling and preventing you joining in games, but state that it does not happen at their school. Pupils feel safe and can explain how to keep themselves safe. The vast majority of parents and carers support this view and inspectors found procedures for keeping pupils safe to be robust.

Leadership and management

Leaders and managers have been engaged in an increasingly successful drive for improvement since the arrival of the new headteacher, underpinned by focused, relevant professional development opportunities. Self-evaluation is accurate and the school development plan for the forthcoming year is sharp with appropriate measurable success criteria. Changes in management structure and a new focus on accountability have helped senior staff understand the responsibilities inherent in their roles. For example, phase leaders now have to report directly to the governing body on the learning of the pupils in their phase. This has sharpened their understanding of data and their ability to formulate, deliver and monitor plans which effect change. For example, the number of pupils leaving Reception with skills in literacy in line with those of typical five-year-olds doubled this year. However, middle leaders, particularly those leading subjects other than English and mathematics, have not yet had the same level of success in improving provision and outcomes in their areas. They vary in their effectiveness to analyse assessment data and improve teaching in order to accelerate pupils' progress further. Improvements in the Early Years Foundation Stage, resulting in increased progress, and the success in raising attendance since the previous inspection are clear indications that the school has the capacity to improve further.

The governing body is integral in supporting this drive for improvement. Governors make judicious, strategic decisions when appointing new staff and sought out a

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partner with the same high level of drive and ambition as theirs in their bid for academy status. Overall, leadership and management are satisfactory rather than good because leaders have not yet been effective in ensuring that teaching promotes good or better progress for all pupils in all phases. The school's commitment to equality of opportunity is borne out by the fact that there is no significant difference in outcomes for pupils from different groups. Governors ensure that safeguarding procedures are robust and that there is no discrimination. Child protection is a strength. Training is regular and staff log the most seemingly minor concerns which contribute to a detailed picture in cases where other agencies become involved. A further strength is the school's curriculum, including its range of extra-curricular activities. Parents and carers appreciate the breakfast and after-school facilities and pupils enjoy the sporting and artistic opportunities. The taught curriculum excites pupils because it builds their learning meaningfully in a number of subjects around one particular theme. For example, a topic on castles followed up a thrilling visit to Leeds Castle with writing applications to become knights and planning how to cater for numbers of guests at a banquet. However, the effectiveness of the curriculum in promoting good outcomes for pupils is variable as it is dependent on the skill of staff delivering it. Opportunities exist to learn about different cultures and to experience moments of spiritual reflection, such as when giving thanks for the food they have when there are children starving in other parts of the world. In this and many other ways, the curriculum successfully promotes pupils' spiritual, moral, social and cultural development.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

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

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

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



July 5 2012

Dear Pupils,

Inspection of Broadfield Infant School and Nursery, Broadfield RH11 9PD

Thank you so much for the kind welcome you gave us when we visited your school recently. We very much enjoyed sharing your learning and really appreciate that you took time out to come and talk to us. Here are some of the best things we found about your school.

- You go to a satisfactory school that is getting better in many ways.
- You are mature and independent in the way you choose to learn.
- Your parents and carers are very supportive of the school.
- More of you are coming to school more often now.
- Help for those of you who find learning a bit more difficult is good so you make similar progress to other pupils.
- You behave well and are kind and thoughtful to each other.
- Topics help you learn different skills, such as mathematics and writing, in an interesting and exciting way.

To help it become better, we have asked your school to improve teaching so that you all make good progress in all lessons. We would like your teachers to:

- explain work more carefully to you and make sure you know exactly what you need to do to complete it
- check your work during lessons and give you something extra if you need it
- be clear about how much work to do, how to present it and when to have it finished by
- make sure adults use all the time they have in your class to help you.

We have also asked some of the school's leaders to make sure you are all making as much progress as possible. You can help by telling teachers if you do not understand what they are asking you to do and by adapting quickly to any changes they make. We thank you again and wish you all the very best for the future.

Yours sincerely
Jeanie Jovanova
Lead inspector

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