

Broadwood Primary School

Broadwood Road, Newcastle upon Tyne, NE15 7TB

Inspection dates 26-27 September 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 make good progress. Standards of attainment at the end of Key Stage 2 are rising.
- Lessons are well planned and contain a variety of exciting activities which pupils greatly enjoy.
- Teachers mark pupils' work with exceptional care, pointing out how to improve it. This contributes greatly to the progress pupils make.
- Specialist expert support ensures pupils with special educational needs and those who have hearing impairment make progress that is as good as that of their classmates.
- Very effective leaders have driven considerable improvements since the previous inspection. These include better teaching, a richer curriculum and more rigorous use of information about pupils' progress to help them learn. These changes have contributed to improvements in pupils' achievement.
- Pupils behave well and are safe in school. Their spiritual, moral, social and cultural development is very good. In particular, they are very supportive of each other and treat the school and everyone in it with great respect.

It is not yet an outstanding school because

- Attendance, though improving, is still below the national average. Despite diligent work by staff, a small number of pupils continue to attend school too infrequently.
- Attainment, though rising, is still not as high as it could be. Some of the most able pupils and those at an early stage of learning English do not make the rapid progress needed to enable them to attain the very highest standards. This is particularly so in Key Stage 1.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons. These included two joint observations with the headteacher.
- Inspectors held meetings with two groups of students; with the Chair of the Governing Body and one other governor; and with school staff, including senior and middle leaders. They also had a telephone discussion with a representative of the local authority.
- Inspectors observed the school's work and looked at a number of documents including the school's self-evaluation summary, development plan and assessment information.
- They were unable to consider Ofsted's online questionnaire (Parent View) as too few responses had been recorded.

Inspection team

Derek Neil, Lead inspector

Additional inspector

Julie McGrane

Additional inspector

Jan Stephenson

Additional inspector

Full report

Information about this school

- Broadwood Primary School is larger than the average-sized primary school.
- Most pupils are White British, but the recent arrival of pupils from other countries means the proportions from minority ethnic groups and of those who speak English as an additional language have rapidly increased and are now well above the national average. Many recent arrivals are at an early stage of learning English.
- The proportions of pupils who are supported through school action, and of those supported at school action plus or who have a statement of special educational needs, are above average.
- Half of the school's pupils are known to be eligible for the pupil premium, which is well above average.
- High numbers of pupils join or leave the school other than at the usual times.
- The school provides childcare facilities at the beginning and end of the school day.
- The local authority has a resource centre for hearing-impaired pupils on the school site. Currently 11 pupils are registered there.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment further by:
 - providing more challenge for the most able pupils
 - planning better to meet the needs of pupils who are in the early stages of learning English as an additional language
 - encouraging pupils to read more widely at home, on their own and with their parents.
- Improve attendance by working closely with the local authority and with the families of persistent absentees.

Inspection judgements

The achievement of pupils is good

- When children join the Nursery their skills are well below what is normally expected for their age, particularly their communication skills. They make good progress in the Early Years Foundation Stage but by the end of the Reception Year their skills are still below average.
- Their progress slows somewhat in Key Stage 1, then accelerates in Key Stage 2, so that by the end of Year 6 their attainment is broadly average. Recent initiatives have led to rising attainment; unvalidated test results for 2012 indicate attainment at the end of Key Stage 2 was above average. Although pupils make good progress overall, some of the most able do not make the rapid progress of which they are capable.
- Pupils with special educational needs also make good progress. They do so because of the carefully targeted support they receive in small groups, withdrawn from class for intensive work, and because of the close attention they get from their teacher in the small classes that the school maintains. In a well-structured Year 2 mathematics session, for example, a teaching assistant enabled five pupils to make good progress with their counting skills

- because the lesson was based on a close knowledge of this small group's particular needs.
- Pupils who are hearing-impaired get expert support in developing their oral skills as well as in learning sign language. Specialist resources and the skilful support of specialist staff in classrooms mean that the hearing-impaired pupils can learn alongside their peers in mainstream lessons and make good progress.
- Pupils who speak English as an additional language make progress at a similar rate to that of their classmates. Many of the older pupils speak fluent Geordie as well as standard English. However, younger pupils who join the school with very little knowledge of English, many of whom do not start at the beginning of the Nursery Year, do not progress at a fast enough rate to enable them to reach average and above-average standards in their English by the end of Key Stage 1.
- Pupils read well. They successfully use their knowledge of the sounds that letters make (phonics) and other strategies for reading unfamiliar words. However, some do not read very much at home, either on their own or with their parents. As a result, their vocabulary is limited; this restricts their comprehension and the fluency of their reading.
- Pupils enjoy their lessons. They show high levels of motivation and concentration. In one mathematics class, for example, many sighed with disappointment when the teacher asked them to stop the exercise they were doing and get ready for playtime. Their books are neat and well presented, showing the great pride they take in their work.

The quality of teaching

is good

- Teachers' infectious enthusiasm ensures that lessons are lively and greatly enjoyed by pupils.
- Relationships are outstanding. Staff use praise effectively to encourage pupils to give of their best and to boost their self-confidence.
- Teachers have good subject knowledge which they use well when the occasion arises to consolidate prior learning. For example, they are quick to identify opportunities to reinforce pupils' understanding of parts of speech and punctuation.
- Pupils appreciate the wide variety of tasks they are given, all designed to ensure they are actively involved throughout the lesson.
- A salient feature of many lessons is the way pupils refer to each other for support. At times this is engineered by the teacher: for example, pupils are asked to visit other groups to 'borrow' their ideas. In other lessons they do so spontaneously, for example by asking their classmates for assistance when they do not understand something.
- The quality of feedback on pupils' written work is excellent. Teachers mark work frequently and in considerable detail. They accurately point out strengths and areas for improvement. This policy is applied consistently by all staff and in all subjects. Pupils take careful note of the guidance they are given and this contributes to the good progress they make. For example, one pupil promptly responded to an instruction to 'write shorter paragraphs' in his next piece of work.
- The best lessons are characterised by teachers' high expectations of what pupils can do. Some, however, have insufficient pace and challenge. For example, pupils sometimes take too long to begin a written task. In some mathematics lessons the teacher expects all the class to complete the same exercise and does not recognise when a pupil is ready for more demanding work. While some teachers use questioning effectively with individual pupils to extend understanding, others are less skilful in this area.
- Progress is less rapid in some classes, particularly in Key Stage 1, because planning does not take sufficient account of the needs of some groups of pupils, notably the most able and those at an early stage of learning English.

The behaviour and safety of pupils are good

- Pupils behave very well in class and around the school. They are proud of their school and help keep the environment clean and tidy. They treat each other, adults, and the school buildings with respect. Pupils from different ethnic groups and those with hearing impairment are successfully integrated into the life of the school. The ethos of mutual care and support is an outstanding feature of the school's work.
- Pupils feel very safe in school. Staff take good care of them; pupils recognise this as one of the school's strengths. Supervision at playtimes is very good. When a loose dog appeared on the school field one lunchtime, staff were very quick to spot the threat and remove pupils from the yard to the security of the classroom.
- Bullying is rare. Pupils are confident that, when it occurs, staff deal with it quickly and effectively.
- Attendance has been low in the past. The development of a range of strategies has succeeded in raising attendance considerably. Nonetheless, it remains below average. A small minority of pupils, some from families with little experience of education, often living some distance from the school, attend too infrequently.

The leadership and management are good

- Leaders have an accurate and detailed knowledge of the school's strengths and weaknesses. They have led a committed staff through a number of changes which have brought about considerable improvements to teaching and to the curriculum. Staff are enthusiastic about the changes and recognise the clear impact they have had on pupils' progress.
- Although the school's development plan contains too much information to make the main priorities clear to all, and although it does not place sufficient emphasis on the needs of the most able pupils, leaders at all levels have carried out ambitious plans to raise standards throughout the school.
- Staff make excellent use of data about pupils' progress. Their close analysis of the progress made by individuals and groups has greatly assisted in the drive to raise standards. It enables leaders to direct support where it is needed and to demonstrate success when it is achieved. For instance, they can point to the more rapid progress made by pupils who are known to be eligible for the pupil premium; this has resulted from investment in additional staffing.
- The school's arrangements for managing the performance of staff are effective and have played their part in raising standards. Staff understand they need to be held to account for the progress of pupils in their class. They are given ambitious objectives for the attainment expected of their pupils; these tend to focus on overall attainment and do not consider the progress expected of the most able pupils.
- A rich and varied curriculum has been designed which now has an appropriate emphasis on supporting academic progress. The development of investigative approaches in mathematics has benefited other subjects too. The curriculum underpins pupils' very good spiritual, moral, social and cultural development. It ensures pupils thrive in a culture of mutual care and respect.
- The school promotes equal opportunities effectively. Staff work hard to enable all groups of pupils to make good progress.
- The local authority has provided effective light-touch support for the school; this has contributed to recent improvements.
- **The governance of the school:**
 - Governors provide valuable support for the school.
 - They are well informed about its work and have a sound understanding of its priorities and what data tell them about pupils' progress.

- A relatively high number of governors are also members of staff; this potentially inhibits somewhat the governing body's ability to challenge senior leaders when necessary.

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	108468
Local authority	Newcastle upon Tyne
Inspection number	405170

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	277
Appropriate authority	The governing body
Chair	Kath McIntyre
Headteacher	Marcus Tinsley
Date of previous school inspection	14 February 2011
Telephone number	0191 2741684
Fax number	0191 2747992
Email address	admin@broadwood.newcastle.sch.uk

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