

Broke Hall Community Primary School

Chatsworth Drive, Ipswich, IP4 5XD

Inspection dates 29–30 November 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The proportion of good teaching is not high enough to ensure that pupils' learning is consistently good.
- Progress in writing and mathematics is inconsistent and does not match the better achievement seen in reading.
- Pupils do not always practise their writing and mathematics enough in other subjects.
- Some teaching in Nursery and Reception does not challenge the children enough and this slows the progress they make.
- Work is occasionally too easy in other classes too. Teachers are not all confident about assessing what pupils can do.
- Pupils' work is not always neat enough, and some of the marking does not tell them how to improve.
- There has not been enough time for improvements the school has made to have a lasting impact on achievement.

The school has the following strengths

- Pupils are cared for well. They are proud of their school, feel safe and are well behaved.
- The provision made for disabled pupils or those with special educational needs is managed well.
- The teaching of reading is strong across the school and progress in reading is good.
- The new headteacher has already done a lot. Other leaders are also determined and have a clear sense of what must be done; actions taken are already producing improvements.

Information about this inspection

- Inspectors observed 31 lessons, of which six were joint observations with the school’s senior leaders.
- Meetings were held with a group of pupils, with the Chair and Vice-Chair of the Governing Body and three other governors, with the school’s middle and senior leaders, and with a representative of the local authority.
- Inspectors took account of the 47 responses to the online questionnaire (Parent View).
- Inspectors observed the school’s work and looked at a range of school documentation, including records of the monitoring of teaching, the school improvement plan, records relating to behaviour, attendance and safeguarding, and extracts from the school’s tracking of pupils’ progress. A scrutiny of pupils’ written work was also undertaken and inspectors listened to pupils reading.

Inspection team

George Logan, Lead inspector	Additional Inspector
Lynn Lowery	Additional Inspector
Cecelia Davies	Additional Inspector
Jane Richmond	Additional Inspector

Full report

Information about this school

- Broke Hall is larger than an average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding) is below the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has gained a number of awards, including the Healthy Schools award.
- The school hosts onsite breakfast and after-school clubs. These are managed and inspected separately.
- The current headteacher joined the school in September 2012.

What does the school need to do to improve further?

- Ensure that teaching enables pupils to make consistently good progress by:
 - providing well-paced, stimulating activities which challenge pupils of all abilities
 - securing consistency and accuracy in the assessment of pupils' understanding of what is being taught
 - making sure that all staff have high expectations of the presentation of pupils' written work
 - improving teachers' marking so that pupils in all classes always know what they need to do to make their work better.
- Ensure that pupils achieve well in mathematics and writing, and their progress is at least at the expected level year on year, by:
 - making sure that staff are confident and accurate in their assessment of pupils' skills in mathematics and writing
 - providing frequent planned opportunities for pupils to apply their mathematical and writing skills in other subjects.
- Improve the leadership of the Early Years Foundation Stage to ensure that:
 - planning is detailed and clearly identifies what learning the activities should provide
 - assessment is more rigorous and teaching offers greater challenge and pace
 - staff deployment is more effective so learning in the outdoor area for Reception children is improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not yet make consistently good progress through the school. Attainment is above average at both Year 2 and Year 6. However, pupils' progress has varied in recent years. In 2011, Year 6 pupils made good progress, due, in part, to the success of an intensive programme to improve writing. However, in 2012 pupils made good progress in reading but barely satisfactory progress in writing and mathematics. In addition, there have been inconsistencies in progress in different year groups and in different classes within each year. Current indications are that progress is improving and is now close to the expected level for most pupils.
- Children enter Nursery with skills mostly in line with those expected for their age. By the end of Reception, standards are about average. They rose in 2012, in part because more children had spent a full year in Reception. Reading is the strongest area. Overall, however, progress requires improvement, because the teaching is not challenging enough in most classes, and assessment is not thorough enough, to promote sustained good progress.
- Reading is taught well and progress is improving. As a result, progress is generally good through the school and pupils' attainment continues to rise.
- The achievement of disabled pupils and those who need extra help has also been uneven. The school is working to improve the effectiveness of support for these pupils. Rigorous leadership, improved identification of needs, effective training for teaching assistants and the holding of teachers accountable for the progress pupils make are all promoting better progress, despite some slower progress in Years 1 and 2 in the last two years.
- The relatively low amount of pupil premium funding received last year funded additional support for identified older pupils. As a result, all pupils in receipt of free school meals made the expected progress in English, and almost all in mathematics, which was at least in line with the national averages. The part funding of a Family Liaison Officer, to provide additional help for individual pupils with identified needs, is proving effective in helping them address weaknesses in their basic skills.

The quality of teaching

requires improvement

- Over time, pupils' learning has been slowed because there has not been enough good teaching. Work is continuing, supported through the performance management procedures, to raise teachers' expectations and to improve their skills. The new headteacher can already demonstrate improvement in the way several staff teach and how effective they are.
- There have been inconsistencies in the way teachers assess how well pupils are doing. During the last school year this has improved significantly, but not all are fully confident and accurate, particularly in assessing writing and mathematics. Teachers' marking has improved, with teachers giving pupils clear guidance about the next steps in their learning. There is some use of individual targets in literacy and numeracy, and of self-assessment by pupils. However, despite some exemplary practice, there are still pockets of marking across the school that require improvement. Even now, few staff expect pupils to respond to the teachers' comments.
- Pupils' recent work indicates that teachers have increasingly high expectations of the quality, quantity and presentation of written work, in, for example, Years 2 and 6. Elsewhere, however,

there has been an occasional readiness to accept poorly presented, sometimes unfinished, work. This has contributed to some pupils making limited progress.

- The proportion of good teaching, other than in the teaching of reading, is particularly low in the Early Years Foundation Stage. Currently, planning does not give a sufficiently clear indication of what children are to learn from individual activities. Activities often have limited pace and challenge. Assessment is not always rigorous enough to ensure that subsequent activities really take children's learning on. There is an adequately equipped outdoor area in Reception, but teaching does not make the most of it because additional adults are not always available to supervise children who might choose to go outside.
- Where learning is most effective, teachers match work closely to pupils' different abilities and try to find an unusual 'angle' to capture their interest. Pupils are, as a result, engaged by their learning. This was evident in, for example, a Year 4 lesson, where pupils' story-writing ideas were to be based around the completion of a narrative suggested by a department store Christmas advertisement. In a successful Year 6 English lesson, pupils were engrossed in their writing and showed skill in evaluating their own work and that of others. There is also good evidence of some stimulating activities to enrich pupils' experience in mathematics.
- School leaders have ensured that support staff are deployed effectively and that the impact of their work is closely monitored. This is contributing to the improving progress made by the pupils they support.

The behaviour and safety of pupils are good

- Pupils' behaviour is almost always good in lessons. Where teaching is stimulating, and even when it is not, pupils are tolerant, well motivated and keen to learn. Most parents and carers who expressed a view feel that behaviour is good.
- School records show that exclusions are infrequent. Pupils respect the school's ethos and values. They have few concerns about the behaviour of others. The number of racist incidents, or episodes of inappropriate behaviour or disruption of lessons, is low. If incidents occur, well-established procedures ensure that they are managed effectively. There are plenty of staff and lots of equipment in the playground at lunchtimes.
- The school provides well for pupils with a wide range of behavioural and learning needs. Senior leaders work hard to ensure that the needs of all pupils are met.
- Allegations of bullying are rare. Pupils have some awareness that bullying may take different forms, such as internet bullying or because of their gender. Their awareness remains a minor area for improvement. Pupils feel that adults are readily approachable and that any difficulties are dealt with quickly.
- Pupils have a good understanding of risk, supported by the school's input on personal safety, particularly on road safety, fire safety and e-safety. They understand how they should behave in order to keep themselves safe.
- Attendance continues to be above average. Persistent absence is rare. Pupils rarely arrive late.

The leadership and management requires improvement

- While much has been done to strengthen and consolidate leadership and management, and the necessary structures are in place, leadership and management are not yet good because there has not been sufficient time for the changes to have a sustained impact on teaching, learning or achievement.
- The new headteacher has brought commitment, energy and experience and has already implemented a wide-ranging plan to improve the quality of teaching. Senior leaders can show that teaching quality has started to improve as a result of actions already taken.
- Staff morale is high and leaders at all levels are committed and experienced. They work well together and are determined to tackle any underperformance thoroughly. Middle leaders (those in charge of subjects or parts of the school) in particular feel more empowered. Almost all senior and middle leaders teach well. The leadership of the Early Years Foundation Stage is not fully effective.
- Checks on what is happening and how well things are working are comprehensive. The school's judgements about how good it is are accurate, and senior leaders know where improvements are needed.
- The evaluation of staff performance is thorough and is closely linked to rigorous discussions around how well pupils are doing. Decisions about whether staff are to be paid more are now firmly linked to pupils' progress. Opportunities for staff training are good.
- The school has received appropriate support from its local authority, based upon the judgements and recommendations of the last inspection report. Recommendations were carried out and there have been changes of staff in the four and a half years since the inspection. Current actions, and a well-founded programme for improvement, ensure that the school has the capacity to improve.
- Priority is given to improving the teaching of reading, writing and mathematics. Other subjects are taught through topics and themes. While there is some variability in pupils' experience of history, geography and science, there are also examples of high quality work and activities which have engaged their interest well. In some classes, there is good evidence of pupils developing mathematics and writing skills in other subjects, but this is inconsistent. Pupils have good opportunities to extend their learning through the school's after-school activities.
- Pupils' spiritual and moral development is supported well through collective worship and religious education. The promotion of cultural awareness is not quite as strong, although there are some established international links.
- **The governance of the school:**
 - Sections of the recent local authority review and the incisive evaluations of the new headteacher have ensured that governors now have a clear perception of the strengths and weaknesses of the school and of its overall effectiveness. They are increasingly thorough in challenging the school's performance. Governors now have more understanding of the quality of teaching and are aware of the need to ensure that pay and promotion are rigorously aligned to teachers' effectiveness. Governors undertake regular training. They understand how well pupils achieve and are aware of their responsibilities, along with other leaders and staff, to ensure equality of opportunity and to tackle discrimination. They have been involved in decisions relating to the use of pupil premium funding and in analysing its impact on pupils' learning and progress. As a result, they are aware that this additional funding is helping

eligible pupils to make better progress. Governors also ensure, along with senior leaders, that safeguarding arrangements meet requirements.

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	124671
Local authority	Suffolk
Inspection number	403561

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	631
Appropriate authority	The governing body
Chair	Will Pryke
Headteacher	Jenny Barr
Date of previous school inspection	25 June 2008
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