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Jenny Barr
Broke Hall Community Primary School
Chatsworth Drive
Ipswich
IP4 5XD

13 March 2013

Dear Ms Barr

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Broke Hall Community Primary School

Following my visit to your school on 12 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the time you made available to discuss with me, and my colleague Marianick Ellender-Gele, the action you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since Ofsted judged the school to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I held meetings with the headteacher, staff, the Governing Body and a representative of the local authority. I evaluated the school's plans for improvement, visited lessons and spoke to pupils and staff about their work.

Context

Since the inspection, one part time teacher has left the school. A new teacher has filled this post.

Main findings

The school is making good progress in tackling the areas for improvement identified at the last inspection. You are working effectively with senior staff to tackle the weaknesses in teaching. Together with the acting deputy headteacher, you are ensuring that staff recognise and act on Ofsted's recommendations for improvement.

The Early Years Foundation Stage has already made rapid progress. The Early Years Foundation Stage lead teacher has carefully considered the areas identified for improvement and is tackling them quickly and effectively. She has raised staff expectations for the standards children need to achieve in line with the new Early Learning Goals for five-year-olds. She has re-shaped the curriculum and methods of teaching to ensure that the majority of children are likely to reach these goals by the end of the academic year. The children in reception are already well ahead of previous reception classes in recognising the sounds that letters make (phonics) and most are able to read and write simple words in sentences.

The literacy and numeracy coordinators are taking effective action to improve the quality of teaching and pupils' work in their subjects. They are providing training in assessing pupils' work for all staff and are evaluating the quality of marking. The presentation of pupils' written work is improving, but not all staff display this well. Some classrooms are untidy and where this is the case, pupils are not striving to do their very best work at all times. The senior leadership team has identified accurately where the best teaching is taking place, but they are not yet using the examples of strong practice to ensure that all staff aim to match the quality of the very best.

Teacher's subject knowledge is weak in some subject areas, such as art. In weaker subjects, they do not teach skills systematically and miss opportunities to develop pupils' appreciation of the world around them.

Governors are developing their skills in holding the school to account. Although you alerted them to pupils' underachievement, weaknesses in the quality of teaching and aspects of leadership and management when you took over as headteacher in September 2012, they did not have the necessary information to verify whether your views were accurate. Since the inspection, they have reorganised the governing body and are checking the progress the school is making against other schools nationally and towards the targets in the improvement plan. A key improvement is that governors are now aware of the link between staff salary scales, teachers' performance and pupils' achievement. They know that approximately two thirds of the teaching staff are on the upper pay spine (UPS) and are focusing on whether all teaching staff carry out their duties in accordance with their position against the national teacher's standards.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- strengthen performance management by ensuring that all teachers are performing in accordance with the national teacher's standards
- embed the teacher's standards into staff classroom practice and to develop the role of managing support staff

- make full use of the 'evidence/impact tool' for teachers to review their personal impact on improving pupils' standards and progress across all subjects
- observe good and outstanding practice across the curriculum

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority is working well with the headteacher to provide support and challenge to the school. The improvement adviser has arranged for a full review of governance and is working effectively with the headteacher to improve the quality of teaching. The local authority is providing HR support to the school where appropriate.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Suffolk.

Yours sincerely

Gill Jones (HMI)
Her Majesty's Inspector