

# Broomfield Primary School

School Lane, Broomfield, Chelmsford, CM1 7DN

**Inspection dates** 24–25 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are now making good progress in all year groups and achieve well in relation to their starting points. Attainment is broadly average by the time pupils leave the school.
- Teaching is good and sometimes it is excellent because there is regular checking of the quality of teaching by senior leaders. This is leading to more pupils making better than expected progress and rising attainment across the school.
- Teaching programmes contribute very strongly to their good spiritual, moral, social and cultural development.
- Additional adults who support pupils who find learning difficult are effective.
- Relationships throughout the school are excellent and pupils are very keen to improve their work and achieve well.
- Pupils feel safe and their behaviour in and around the school is consistently good and often excellent.
- The acting headteacher is leading the school well through a period of change and is firmly committed to improving teaching and achievement.
- The leadership of special educational needs is excellent so that vulnerable pupils make good progress in their learning and social and emotional development.

### It is not yet an outstanding school because

- Teachers do not always set work which recognises that pupils are now making rapid progress and reaching higher levels.
- The amount of work pupils produce in lessons is sometimes insufficient and pupils do not have enough opportunities to write independently and at length.
- Teachers do not ask enough probing questions to help and encourage pupils to think more deeply about their learning.
- Teachers' marking does not ensure that all pupils are sufficiently clear about exactly how they can improve their work in order to reach the next level.
- Information about how well children are performing year on year in Reception is not providing senior leaders with a sufficiently clear overview of their progress.

## Information about this inspection

- Inspectors observed 17 lessons, five of which were joint observations with the acting headteacher. Inspectors also observed pupils moving around the school, in the dining room, in assembly and at break and lunchtimes. They listened to a number of pupils read.
- Meetings were held with pupils, senior leaders, including subject and other leaders, a group of governors, including the Chair of the Governing Body and a representative of the local authority.
- Inspectors took account of the 59 responses to Parent View, Ofsted’s online questionnaire, as well as parents’ spoken and written views, and to the school’s most recent parental questionnaire. Inspectors took account of 27 staff questionnaires.
- Inspectors looked closely at a range of documentation, including the school’s information about the progress of pupils, the school’s view of its own performance, plans for improvement, safeguarding policies and records relating to the management of teachers’ performance.

## Inspection team

Nichola Perry, Lead inspector

Additional Inspector

Caroline Stone

Additional Inspector

Paul Bartlett

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The majority of the pupils are White British.
- The proportion of pupils eligible for the pupil premium funding (additional money given to schools for pupils known to be eligible for free school meals, children looked after by the local authority and some others) is lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been a number of staff changes, including the headteacher. From September 2013, the school is being led by an acting headteacher and acting deputy headteacher.

### What does the school need to do to improve further?

- Ensure that more teachers consistently produce lessons of an outstanding quality so that a greater proportion of pupils make more rapid progress year on year in reading, writing and mathematics, by ensuring teachers:
  - provide work in all lessons which is always demanding and takes account of pupils' improved rates of progress and higher attainment in all year groups
  - encourage pupils in every class to produce a greater volume of work, particularly in writing, in the time allowed
  - do not over-structure lessons so that pupils are not given sufficient opportunities to write independently and at length
  - ask more probing questions so that pupils are encouraged and helped to think more deeply about their learning
  - make their marking more explicit so that it is clear to all pupils exactly what it is that they need to do to quickly reach the next stage in their learning.
- Agree a clear system for measuring how well children are performing in Reception so that senior leaders can get a clear overall picture of children's progress from one year to the next.

## Inspection judgements

### The achievement of pupils is good

- Attainment in reading, writing and mathematics has been a little erratic in recent years but is improving and is now average overall by the time pupils leave the school. Levels of attainment in all three subjects are rising in all year groups because of improvements in the way subjects are now being taught, so that pupils across the school are now achieving well from their individual starting points.
- The number of pupils who are making expected progress for their age in reading, writing and mathematics has increased year on year, particularly in 2012. Although not consistent in all classes, teachers are increasingly having higher expectations of what pupils can actually do, leading to a significant increase in the proportion of pupils making better than expected progress, in all three subjects.
- Progress has accelerated, particularly across Years 3 to 6. For example, attainment in reading is now above average because guided reading is now being taught well. Pupils increasingly read for meaning which is improving their comprehension skills and, in turn, their writing. Changes in the way writing is taught are having a similar positive effect on pupils' progress and raising attainment.
- Disabled pupils and those with special educational needs make good progress because their learning is well planned and structured and they receive good support.
- The school has used the additional pupil premium funding sensibly to host additional sessions for these pupils. The gap in progress and attainment between these pupils and their peers continues to close. In 2013, published data show that eligible pupils performed better than similar pupils nationally and their peers in both English and mathematics. In English they are approximately half a term behind their classmates and about three terms behind in mathematics.
- Attainment on entry to the Reception classes varies from year to year. Children mostly enter with skills and knowledge slightly below those typically seen at this age. This is because their skills in language and communication are considerably less well developed than other areas of learning.
- Children understand routines and expectations so that they are well prepared for learning in Year 1. They make good progress in all areas of learning because they are taught well through a wide range of stimulating play activities as well as through more formal activities. However, teachers' assessments are not brought together sufficiently clearly so that they and senior managers have a clear picture of whether there are improvements as a group year-on year.
- Learning in Years 1 and 2 builds well on the secure start children make in the Reception classes so that attainment in reading and mathematics are above average by the end of Year 2. Attainment in writing is less strong but improved in 2013 from a dip to average in 2012. Good emphasis is placed on using language clearly and teachers provide many planned opportunities for talking. This is contributing strongly to developing pupils' language and communication skills and is helping them develop better confidence when they are writing. Phonics is taught well so that pupils increasingly make good progress in applying their phonic knowledge to improve their reading, for example, when working out more complex words.

**The quality of teaching is good**

- Good teaching across the school is helping pupils from an early age to learn well and develop into very balanced, independent and confident young people. The excellent relationships which are developed from the Reception class upwards shine through all that the pupils do. This is because all staff value highly what the pupils say and do and as a result, pupils develop similar excellent qualities.
- Some teaching is outstanding, or has outstanding elements. There is, as yet, not enough of it to make pupils' learning and progress really accelerate. In the best teaching, teachers have really high expectations of what pupils in all groups, are capable of achieving. This includes how pupils should present their work and how much they produce in the time available. These qualities are not, however, found consistently across the school.
- Pupils really want to achieve well and have extremely positive attitudes towards their learning. They delight in additional challenge and their achievements. This was most evident in lessons where activities were explained and modelled by teachers to the class. Occasionally, however, teachers spend too much time talking or interrupt pupils whilst they are working to remind them, for example, how to improve their work. This dampens pupils' enthusiasm and is reflected in reduced opportunities to write independently or at length.
- Staff in the Reception classes use questioning well so that young children are encouraged to start using their thinking skills and begin to learn how to be independent and to solve problems. There is also evidence of varied and in-depth questioning being increasingly used to good effect as pupils move through the school. However, too few teachers have developed their questioning skills to the point where they really probe pupils' understanding and prompt them to think really deeply.
- All teachers plan interesting activities for pupils. Resources, including the interactive whiteboards (IWB), are used well to either support or enhance learning. Where teaching is especially effective, the use of IWBs is used imaginatively, with perceptive use of video clips and pictures, and the use of samples of pupils' work and interesting texts to motivate the class.
- Many teachers' marking is good and makes sure pupils know how well they are doing. Increasingly marking provides pointers for pupils as to how they can improve their work. In some classes pupils are marking their own work and that of others. There is, however, too much variation in the quality and type of marking used across the school, including in the marking of homework.
- Additional adults in the classrooms work well with pupils who find learning difficult. Some, where they model their practice on the teachers, are excellent. Those who work with pupils who have a statement of special educational needs for more complex learning difficulties, work very effectively with their pupils so that they have access to good learning alongside their classmates and make equally good progress.

**The behaviour and safety of pupils are outstanding**

- Behaviour is always at least good in lessons, in all age groups, and around the school. Frequently it is excellent. The pupils themselves rate behaviour as very good and say that learning is rarely interrupted by poor behaviour because they enjoy their learning so much.
- Relationships throughout the school are excellent. Pupils work extremely well together, either in

pairs or in groups. They accept difference very readily and are quick to understand that there are some pupils who find it difficult from time to time to manage their own behaviour due to their special educational needs.

- Pupils show excellent understanding of the school's behaviour policy. The strong focus on learning in all lessons means that teachers rarely need to manage any isolated examples of misbehaviour.
- Pupils new to the school are quickly helped to understand the high expectations regarding learning and behaviour so that they, too, are able to benefit from a happy learning experience. Pupils spoken to throughout the inspection really love their school and show great pride in being a member of the community. This is reflected in consistently high attendance and good punctuality.
- All aspects of pupils' safety are high priority in and around the school. Personal safety, and that of others, is very well promoted through the subjects taught, and this is very evident in discussions with pupils. Pupils talk knowledgeably about the different forms of bullying and are adamant that bullying is not an issue anywhere in the school.
- Pupils really relish the many opportunities provided for them to be responsible around the school. These include helping younger pupils to read or to learn how to play games and share. They are especially proud of their role in arbitrating in cases of minor disagreements between pupils, for which they are given special training.
- Particularly robust procedures ensure that support and provision for vulnerable pupils and their families are very effective. This is leading to these pupils succeeding equally well alongside their classmates, both in their academic progress as well as in their social and emotional development. Parents are very pleased with what the school provides for their children.
- The local authority has provided light touch support for the school since the last inspection but this has been increased to take account of the recent change in leadership.

## **The leadership and management** are good

- The acting headteacher, supported by the acting deputy headteacher, is leading the school well through a period of change. Her focus is firmly on improving the school. She has the unreserved support and commitment of all staff and governors. Parents are very supportive of the school and are mostly satisfied with the progress their children make.
- Regular checking on the performance of all teaching is ensuring that pupils' learning is as good as it can be. To this end, clear procedures ensure that all staff are held fully to account for their own performance and that of their pupils. Staff spoken to indicate that good quality training is helping them to develop and improve their practice.
- Plans which guide the school towards improvement identify correct priorities for the school and enable leaders to accurately judge how well the school is performing. This is contributing well to pupils' improved rates of progress. They are also ensuring that senior leaders know exactly what they need to do next to improve the leadership of their subjects or areas of responsibility.
- Leadership skills are developing well, including in other staff with leadership responsibilities who are new to their role. Senior leaders are increasingly helping teachers to develop their subject knowledge and expertise, leading to better teaching. Pupils' progress is checked more regularly

now than in the past. This means that any pupils falling behind are quickly identified and helped to improve without delay.

- Whole school data is plentiful and provides good information about how well individual and groups of pupils are performing. This is in the process of being refined in order to provide an 'at a glance' picture of performance and progress across the school. Attainment and progress information for the Reception year is not presented in an easily understood format, which provides senior leaders with a clear overview from year to year.
- Leadership of special educational needs is excellent. Robust procedures track how well pupils are doing and accurately identify their needs. The pupil premium funding is used extremely well to provide personalised programmes which effectively support pupils' learning and social and emotional development. This is ensuring that these pupils are able to learn equally well alongside their peers and are not disadvantaged in any way.
- The subjects and activities provided for pupils are a strength. There is a wide range of additional activities which enhance pupils' learning and these are valued highly by pupils. Pupils' learning promotes their spiritual, moral, social and cultural awareness and development extremely well. For example, their study of the world-wide use of French has broadened pupils' horizons considerably and helped them appreciate the value of learning languages.
- The local authority has provided light touch support for the school since the last inspection but this has been increased to take account of the recent change in leadership.

■ **The governance of the school:**

- The governing body, judged satisfactory at the previous inspection, has improved very significantly so that governance is now good. Governors are well equipped to provide strong challenge to the school which they have done with considerable success. In particular, their understanding of the school's weaknesses has been strengthened through the reports they receive from the school and their own analysis of published data. They now set more challenging targets which have already led to pupils making more rapid progress. Their increased involvement in planning has given them further insight into what needs to be done. Their determination to improve has led to an in-depth review of their own performance and the skills required to achieve this. As a result, governors with specific skills, useful to promote improvement, are now recruited. Governors have a good grasp of strategies used to reward good practice and those used to improve weak teaching. Financial management is very effective and their use of the pupil premium, and other, funding has led to good improvement for eligible pupils. Additional funding for the promotion of sport has already been used successfully to engage and support targeted pupils to adopt a healthier life style. Governors make sure that the school meets all current national requirements for safeguarding pupils.

## 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

<b>Unique reference number</b>	115292
<b>Local authority</b>	Essex
<b>Inspection number</b>	425372

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ed Mayo
<b>Headteacher</b>	Heather Shelley
<b>Date of previous school inspection</b>	23 September 2008
<b>Telephone number</b>	01245 440251
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