

# Broadacre Primary School

Wawne Raod, Bransholme, Hull, HU7 5YS

**Inspection dates** 4–5 December 2013

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

## Summary of key findings for parents and pupils

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

- Although there is some exceptional teaching, there has not been enough consistently good teaching since the last inspection to enable pupils to make rapid progress, particularly in Key Stage 2.
- Although progress is improving, it has not been rapid enough, particularly in mathematics and Years 3 to 4, to enable pupils to catch up and reach the standards expected for their age.
- In a few lessons, teachers do not check pupils' progress often enough to identify when learning can be moved on or greater challenge provided for more-able pupils.
- In subjects other than English, the marking of pupils' work is too inconsistent. There is sometimes insufficient focus on how work can be improved.
- Gaps in pupils' learning in mathematics are not always effectively identified and quickly addressed.
- Insufficient time is given for pupils to develop a range of strategies and techniques to do calculations and solve mathematical problems.
- Additional adults do not always fully involve themselves in pupils' learning. A minority do not rigorously assess the pupils they support and their feedback to teachers is sometimes limited.

### The school has the following strengths

- The headteacher leads a team of leaders and managers who are demonstrably improving teaching and sharing best practice across the school. As a result, many pupils are now making good progress.
- Behaviour in and around the school is consistently good. Pupils are eager to learn and engage well in their lessons. They feel safe.
- Pupils get off to a good start in the Nursery and Reception classes.
- Pupils now make good progress in reading, writing and mathematics across Years 1 and 2.
- Governors have high expectations for the school. They are knowledgeable and provide good levels of challenge as well as support.

## Information about this inspection

- The inspectors observed 19 lessons or part lessons led by 14 members of staff. Many of the lessons were observations shared with the headteacher or deputy headteacher.
- Inspectors also observed the breakfast club and an assembly and made a number of short visits to classrooms.
- Pupils were observed at break and lunchtimes.
- Inspectors held meetings with the headteacher and deputy headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on pupils' attainment and progress.
- Meetings were held with other leaders and staff, with a representative from the local authority and with four governors.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the inspection and the 36 responses to the online questionnaire (Parent View). The team also talked to pupils and listened to them read.
- Questionnaire responses from 15 members of staff were analysed. The team examined a number of documents including those concerning the local authority's support for the school, minutes of governors' meetings and information on the Early Years Foundation Stage. The progress of pupils with special educational needs was examined from the school's assessment system. The team looked at attendance figures and pupils' work.

## Inspection team

Mark Colley, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Karen Foster

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium funding is above average. (The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.)
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who join and leave the school other than at the usual times is the same as the national average.
- The school provides a breakfast club that is managed by the governing body.
- A number of staff and leaders have been newly appointed since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

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

- Improve the quality and consistency of teaching to good or outstanding so that pupils achieve well by:
  - ensuring teachers consistently pay regard to reshaping activities during lessons so that they take full account of all pupils' individual needs and push the more able
  - making sure marking is consistently explicit to help pupils understand how to improve their work, and providing opportunities for pupils to respond to comments
  - ensuring additional adults are consistently involved in pupils' learning, assess it more thoroughly, and provide detailed feedback to teachers.
- Improve achievement in mathematics, particularly across Key Stage 2 by:
  - increasing pupils' understanding of a range of methods and approaches to tackling calculations and mathematical problems, so that they can fluently apply the quickest and most effective methods to their work
  - ensuring all staff use assessment more rigorously to identify gaps in pupils' learning so that they are quickly filled.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because their progress remains too variable from year to year.
- Children enter the school in Nursery with skill levels that are below, sometimes well below, those expected for their age. They make good progress across Nursery and Reception in most areas of their learning, although their writing is weaker. Pupils build on a good start in Key Stage 1 and, although their attainment in English and mathematics fell slightly in 2013, current progress and attainment are rising in Year 2.
- Standards at the end of Key Stage 2 are rising and there is a trend of continuing improvement, in reading, writing and mathematics. However, the proportion of pupils reaching the above-average levels by the end of Year 6 is still below the national figures in reading, writing and mathematics.
- Progress in reading, writing and mathematics at Key Stage 2 has improved, although it is not yet good because it is weaker in some year groups, particularly Years 3 and 4. Mathematics has improved at a slower rate than English. In 2013, the proportion of pupils making reasonable progress in English was average, but below average in mathematics. The proportion making good progress is below average in English and mathematics, although increasing particularly in Years 5 and 6.
- The teaching of phonics (the linking of sounds and letters) is satisfactory. An average proportion of Year 1 pupils attained the expected standard in the phonics screening check in 2013. Younger pupils receive a systematic grounding in these skills although not all teaching demonstrates a secure grasp of the strategies.
- The progress of older more-able pupils (the higher attaining third of a class) has improved. More of the most-able pupils (a small number at the upper end of the range) are now preparing for Level 6 tests in mathematics. The setting of pupils by ability across school is contributing to accelerated progress. However, the match of work to the needs of more-able pupils is not always consistent.
- Pupil premium funding is used creatively to provide a wide range of additional support and activities to help eligible pupils catch up with their classmates. In 2013, this resulted in these pupils making better progress from their starting points than other pupils in school and better progress than similar pupils nationally. Nevertheless, the standards they reach are lower than those attained by their peers. In 2013, they were six months behind other pupils in reading, writing and mathematics. Current school data, however, demonstrate that this gap in attainment is starting to reduce, although not consistently across all classes.
- Disabled pupils and those with special educational needs make progress in line with others in the school. They benefit from a range of additional programmes as well as targeted support in class.

### The quality of teaching

### requires improvement

- Teaching in the Early Years Foundation Stage and Key Stage 1 are good and there are pockets of outstanding teaching across the school. However, despite recent improvements, there is still not enough consistently good or better teaching, particularly in Years 3 and 4, to ensure that pupils make sustained good progress. There have been several recent staff changes. Not all staff are fully established in their roles.
- Teaching has improved significantly since the last inspection but not all teachers are as confident in teaching mathematics as other areas of the curriculum. Important opportunities to consolidate learning before new work is tackled are missed. Some teachers do not use assessment sufficiently accurately to identify gaps in pupils' mathematical knowledge, which can mean new learning is not secure.
- Teachers do not spend enough time teaching pupils the full range of approaches and techniques

to do calculations and solve mathematical problems. This means many pupils are reliant on basic methods. In some lessons observed this hindered progress.

- In some lessons, teachers do not routinely check pupils' level of understanding as the lesson develops. As a consequence, pupils are not moved on quickly enough to complete more demanding tasks. In some lessons this resulted in a lack of challenge for some more-able pupils.
- In literacy, effective marking and precise feedback on how to improve are bringing about more rapid progress. However, in some year groups comments by teachers in mathematics and topic books do not make it clear what pupils must do to move to their next steps in learning. Equally, some pupils are not allowed sufficient time to respond to their teachers' comments and correct their mistakes.
- The school now has a substantial core of highly talented teachers. Year 2 pupils were observed in a writing lesson developing a broad and creative vocabulary. The teacher responded swiftly to pupils sounding out new words, picking up errors and reinforcing the different sounds letters made within the word. This helped pupils to spell new words within their descriptive writing and resulted in some outstanding progress.
- Additional adults work with pupils of different abilities and feedback to teachers verbally at the end of the school day. However, their assessment of the pupils they support sometimes lacks rigour and does not often provide sufficient information to teachers about pupils' difficulties.
- The promotion of pupils' spiritual, social, moral and cultural development is good. There are many opportunities for pupils to work in different groups and to discuss big moral and social dilemmas.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. Procedures for managing behaviour are consistently applied and effective. Pupils' conduct outside the classroom is good. There has been a marked decline in incidents of poor behaviour, with few recorded events recently.
- Pupils come to lessons keen to learn. They make the most progress when teachers build upon this effectively and make lessons exciting and fast-paced.
- In lessons where teaching is more effective, pupils work very hard and are enthusiastic. They continue to behave well when lessons are less interesting but then make fewer efforts to contribute their own ideas.
- Pupils feel that bullying is rare. However, they know that bullying may take different forms and appreciate, for example, the risks associated with the internet. School records indicate that incidents are fully addressed.
- Pupils are provided with a good range of opportunities to contribute to the school community. They willingly take on responsibility and through, for example, the school council, make a positive contribution to the life of the school. Pupils know they are valued because staff regularly seek their views and often act upon them.
- Pupils have a good appreciation of day-to-day risks. Older pupils understand how to keep themselves safe and are well prepared for secondary school.
- Pupils are punctual and the school works well with parents and carers to tackle potential attendance problems before they escalate. As a result, attendance levels have improved over time and are now in line with those nationally.
- The school provides strong support for pupils who are vulnerable because of their circumstances. They value the strong relationships with staff and particularly the work of the well-being officer to whom they can talk about any issue.
- The breakfast club is exceptionally well supervised and provides the large number of pupils who attend with a very welcoming, friendly and nutritious start to the day.

**The leadership and management are good**

- The headteacher and new leadership team are now taking vigorous action to improve teaching across the school. Leaders and managers at all levels are involved in highly effective lesson observations, short visits to lessons and regular checks of pupils' work. This is clearly improving teaching rapidly, although some inconsistencies remain. Leadership and management are not yet outstanding because leaders have not yet ensured that all teaching is consistently good or better and that all pupils achieve as well as they should.
- The teaching of mathematics is still not strong enough. New leaders in this area have clear strategies for improvement and have identified, but not yet fully implemented, appropriate actions. They are now ensuring that best practice is shared across all staff. They have effective support from the local authority.
- Some actions taken by leaders have not had sufficient time to become embedded throughout the school. Nevertheless, successful management action to improve teaching, accelerate progress and improve attendance demonstrates that the school has the capacity for continued improvement.
- The school is effective in providing support for pupils with social, emotional or behavioural difficulties, assisted by its partnership with an outside resources base.
- The school correctly identifies areas for development. Targets for improvement are challenging and the extent of their success is measurable. Performance management targets for teachers, which are now linked to pay, are firmly based on the quality of teaching and pupils' progress.
- The curriculum is varied, with links across subjects. The use of information and communication technology across the curriculum is strong and this is creating greater interest and engagement. Pupils are given opportunities to take part in competitions and correspond with visitors and outside organisations to enrich their experiences and understanding.
- The school is using the primary sport funding and partnerships within the Bransholme and District Learning Partnership well to improve the quality and breadth of physical education and sport provision. The range of sports clubs has been extended and professional coaches employed to improve pupils' expertise in different sporting activities. This has increased the number of pupils involved in sporting activities and improved staff' skills and expertise.
- The school provides many varied opportunities for pupils to develop their spiritual, moral, social and cultural understanding and these are real strengths in this happy and friendly school, so that all pupils are afforded an equal chance to learn. Senior leaders are careful to ensure all students are able to participate in all activities and that there is no discrimination.
- The local authority is providing good support to the school by focusing on the key areas for raising achievement and working with leaders and managers in the school to raise standards of teaching.
- **The governance of the school:**
  - Almost all governors are relatively new to school. As they have become established, their knowledge of the school has increased considerably so that they are now sufficiently skilled to ask the necessary searching questions. They are precise about the school's ongoing weaknesses and areas of strength. They have a secure understanding of published data about the school's performance. Governors demonstrate clear understanding of how staff are held to account for their performance and that of their pupils, including the use of funds to reward good practice. They are appropriately involved in action to manage underperformance. Governors understand the need to raise the bar as pupils continue to make better progress and they fully recognise that the school still has a way to go. Governors know how funding, including pupil premium funding, is spent and check that it is spent to good effect. Governors ensure that current national requirements for safeguarding pupils are met.

## 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>	117913
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	425813

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Michael
<b>Headteacher</b>	Lisa Staines
<b>Date of previous school inspection</b>	15 February 2012
<b>Telephone number</b>	01482 833033
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