

Oulton Broad Primary School

Christmas Lane, Oulton Broad, Lowestoft, NR32 3JX

Inspection dates 11–12 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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 rate of progress pupils make in key subjects requires improvement. It varies too much between different groups and years.
- The quality of teaching requires improvement. Some lessons are not planned effectively to ensure work meets the needs of all pupils.
- Additional adults within the classroom do not always provide the right support to make sure pupils fully understand what they are learning.
- Pupils generally behave well but their attitudes to learning are not always as good as they should be. When the pace of teaching slows or work is not sufficiently stimulating, pupils lose interest.
- Senior leaders and subject leaders have only recently started to check closely the progress that all pupils are making.
- The improvements made by leaders and governors to strengthen teaching have not yet resulted in good teaching overall.

The school has the following strengths

- The headteacher has identified the right areas where improvements are needed to move the school forward and has put in place a clear plan to bring this about.
- The curriculum is enhanced by a wide range of activities in music and sports.
- Leaders know what needs to be done and have been taking the right action, as shown particularly in the better quality of pupils' writing.
- Pupils say they feel safe in the school's caring environment.

Information about this inspection

- Inspectors observed 22 lessons, attended assembly and visited the breakfast club. Sometimes they were accompanied by the headteacher or the deputy headteacher.
- Inspectors spoke with pupils about their views of the school, listened to pupils read in Year 1, Year 2 and Year 6, looked at work in pupils' books and observed them during play and at lunch breaks.
- Meetings were held with the Chair of the Governing Body and other governors, and staff including senior leaders. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of the 25 responses to the online questionnaire (Parent View) and met informally with parents at the start of the school day. Inspectors also took into account the views of staff.
- Inspectors looked at a range of documentation including: the school development plan; the school's own assessment data and analysis of its strengths and weaknesses; policies and records relating to safeguarding, attendance and behaviour; and information on pupils' progress and attainment, the performance of teachers and the work of the governing body.

Inspection team

Valerie Palmer, Lead inspector	Additional Inspector
Laura Gregory	Additional Inspector
Terence Cook	Additional Inspector

Full report

Information about this school

- The school has had a period of staffing instability with over half of the staff being new since January 2013, including the headteacher and deputy headteacher. A further member of staff will take up their post in January 2014.
- Oulton Broad is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is lower than found nationally.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above average. The proportion supported through school action plus or through a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals, in the care of the local authority or from a family with a parent in the armed forces) is below the national average.
- A very small number of pupils attend alternative provision at First Base, Harbour pupil referral unit and Warren Special School in Lowestoft.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Accelerate pupils' progress by improving the quality of teaching, ensuring that:
 - teachers always plan work that is challenging but well matched to pupils' needs
 - lessons proceed at a brisk pace so pupils are quickly involved in engaging activities
 - clear guidance is given to additional adults within the classroom so they can help all pupils to fully engage in their learning.
- Improve achievement in mathematics by:
 - giving pupils regular opportunities to apply their skills when problem solving
 - giving particular attention to ensuring that Year 5 pupils catch up.
- Strengthen the effectiveness of leadership and management by ensuring that:
 - information about the attainment and progress of pupils throughout the school is checked carefully and all leaders use it effectively to guide their planning.

An external review of governance and the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement in Key Stage 2. The improvements made to pupils' education since the new headteacher arrived have not yet sufficiently overcome their gaps in knowledge and understanding. They are making better progress now, and standards in reading, and writing are broadly average. Standards in mathematics while broadly average, are lower than in reading and writing. This is because fewer pupils make the expected progress than is average.
- The school's data shows that pupils in the current Year 6 have made better progress through Key Stage 2 because the progress they have made in the last 18 months has been good. However, the pupils currently in Years 4 and 5 have made slower progress that requires improvement, particularly in mathematics in Year 5.
- School assessments show that children join Nursery and Reception years with skills and experiences below those typically expected for their age. Last year, the percentage of children achieving a good level of development for their age by the end of the Reception year was below their peers nationally. They are now being taught well and making good progress.
- In the 2013 Year 1 national screening check on pupils' knowledge of the sounds that letters make (phonics), the proportion of pupils reaching the nationally expected level was higher than in 2012, but still below average.
- Standards at the end of Key Stage 1 in 2013 were lower than in previous years. The school has limited data for previous years, but over the last year they show that pupils made good progress during Year 2.
- Disabled pupils and those who have special educational needs make similar overall progress to other pupils. They receive support within the classroom and in small groups where work is adapted to suit their needs.
- Pupils for whom the school receives additional funding also make similar progress to other pupils. The gap in attainment compared to their classmates in Year 6 grew a little wider last year, and they underachieved. They were on average one term behind in mathematics, reading and writing.
- Pupils who attend alternative courses on other sites are monitored carefully to make sure they attend well and the provision meets their needs, for example in supporting their behaviour.
- Reading has been a particular focus for the school. A new programme of daily guided reading sessions in Key Stage 2 and additional groups in the teaching of phonics in Key Stage 1 have been introduced. School assessments indicate that standards are improving as a result. Some older pupils are able to discuss why they like certain authors and types of books, and say they read widely and often both at home and in school.

The quality of teaching

requires improvement

- Where teaching in lessons requires improvement, teachers do not plan work that is challenging enough for the more-able pupils, or easy enough for those who are least able. Consequently,

pupils do not become involved in their activities quickly enough and the rate of learning slows, so pupils do not make as much progress as they could.

- There is a lack of consistency in the way additional adults work within the classroom to ensure pupils are fully engaged in their learning. Some require more guidance on how to actively support pupils who have specific needs, or the types of question to ask to check that pupils understand the task fully or to extend their learning. In the best lessons they play an important role in supporting and challenging pupils' learning throughout the lesson.
- The impact of new strategies to develop teachers' skills and make lessons more challenging can be seen in the best lessons. Training has ensured that the basic skills in mathematics are taught systematically throughout the school in a lively and engaging manner. Most lessons now use practical activities to ensure that pupils are motivated to learn. However, not enough extend pupils' skills further by including problem-solving activities.
- Where good teaching was seen, teachers showed that they had strong subject knowledge. Their good questioning skills developed pupils' knowledge and understanding so that they became confident learners whilst also encouraging independence. This was demonstrated in a Year 6 guided reading session. Pupils successfully answered questions about the different types of grammar identified within a specific text and were able to explain why and how they were used. Pupils were either working effectively with a teaching assistant, independently researching weather phenomena using laptops, or locating countries on maps which experienced weather disasters.
- The teaching observed in the Early Year Foundation Stage provided a range of activities both inside and outside the classroom which stimulated children's interests and enabled them to learn effectively.
- The marking of pupils' work is particularly good. It is marked regularly and teachers identify the next steps in learning or pose a question, and give pupils time to respond. Pupils are fully aware of their targets and know what they have to achieve to move on.

The behaviour and safety of pupils requires improvement

- Pupils' attitudes to learning in some lessons are not good enough. Pupils lose concentration when the pace of learning slows or work is not of sufficient interest to them. Pupils stated that learning is occasionally disrupted by poor behaviour within classrooms, although inspectors saw little evidence of this during the inspection.
- Attendance has been average for a number of years but dipped to below average last year. The school has recently worked closely with parents and pupils so they understand the importance between regular attendance and how it benefits pupils' achievement. As a result, attendance has improved this year.
- Pupils are polite. They generally get on well with one another and respond positively to adult instructions. Pupils say they enjoy coming to school as there is usually somebody to play with, but if not, 'We go to the friendship stop and somebody will come and ask us to play.'
- Pupils say that they feel safe and are sure that an adult will always help them if they are concerned or worried about a problem. Many parents said they felt their child was safe, happy and well looked after.

- Pupils are aware of the different forms of bullying. Road safety, including cycling skills, attendance at workshops on crime prevention and visits by the police community support officer help pupils to develop an awareness of how to keep safe in a variety of situations.
- Good relationships between adults and pupils help pupils develop well socially. The well-attended breakfast club provides a healthy breakfast and a good range of activities to ensure pupils are ready for learning.

The leadership and management requires improvement

- The school's leaders have made important changes over the last year that has had a positive impact in accelerating pupils' progress. A key change has been to develop a more rigorous system for checking the attainment and progress of pupils. However, not all leaders are checking and using it effectively to identify the progress of different groups of pupils throughout the school and thus prioritise their own improvement actions.
- The impact of the new headteacher and deputy headteacher has been considerable in driving improvement, and they show that the school has the capacity to improve further. Their self-evaluation has identified the right areas for the school to move forward, and the recent focus on reading has been effective. Their ambition and determination are fully backed by a dedicated staff and supportive governing body. They have improved teaching and, as a result, pupils' progress is accelerating.
- The new headteacher communicates high expectations for what pupils can achieve. The school development plan is clear, focused and has clear timescales. This working document is annotated frequently and reflects the new rigour with which the school monitors its own performance.
- The school's leadership has been strengthened over the past year with two members of staff undertaking leadership training, the appointment of a numeracy leader from September 2013 and a literacy leader taking up post in January 2014. The numeracy leader has a detailed action plan which includes a range of activities and additional support groups to raise the profile of mathematics and raise standards. She has already introduced a daily mental mathematics session for each class.
- Teachers are now challenged and supported well. Their targets for improvement focus strongly on accelerating progress for pupils. Lesson observations take place regularly and are quickly followed up with appropriate training if required.
- The leader responsible for the Early Years Foundation Stage ensures provision is good. Activities in the Early Years Foundation Stage are engaging and based on children's interests. Throughout the school exciting themes are chosen to motivate and engage pupils in their learning. Pupils are encouraged to generate ideas about what they would like to learn once they know the topic to be studied, and teachers ensure that all key skills are covered.
- There are many opportunities for pupils to develop their musical and sporting talents, with a specialist music teacher and additional sports coaching within the school. A wide range of activities before and after school, visits and visitors enhance the pupils' varied learning experiences. The school council organises events which raise money for a variety of charities and pupils are involved in events locally. These all make a strong contribution to pupils' moral, social, cultural and spiritual development.

- The school is spending its new sports funding on creating a basketball enclosure, commissioning an orienteering map to use for both sport and mathematics activities, training for staff, providing additional sports clubs, and joining the local sports partnership so all pupils can experience competitive sport. This year more pupils have taken part in a sports club than previously.
- The local authority is helping the school by supporting the headteacher and providing effective training for both staff and governors.

■ **The governance of the school:**

- Over the last year governors have become more involved in leading the school forward. They are providing more challenge for school leaders but their role is not yet sufficiently established to give the direction that leads to rapid improvement. Governors monitor spending carefully but have yet to ensure that the use of the school's resources results in all pupils achieving well. While they are aware of the pupil premium and how it is spent the pupils supported by these funds are underachieving.
- Governors have attended courses that have given them a greater insight into their role and enabled them to ask more pertinent questions of the information the headteacher provides about the quality of teaching and pupils' progress. They manage the headteacher's performance appropriately and encourage staff to improve their skills through additional training. This year governors have taken the stance that teachers will only be rewarded by pay increases if their pupils make good progress. The governing body ensures that safeguarding procedures 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	124676
Local authority	Suffolk
Inspection number	425296

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	305
Appropriate authority	The governing body
Chair	Paul Scarlett
Headteacher	Jamie White
Date of previous school inspection	1 March 2012
Telephone number	01502 565930
Fax number	01502 514970
Email address	ad.oultonbroad.p@talk21.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

