

# Broadfield East Junior School

Vulcan Close, Broadfield, Crawley, West Sussex, RH11 9PD

**Inspection dates** 24–25 April 2014

| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected    |          |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | 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      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

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

- Although rising, standards reached by pupils by the end of Year 6 are still too low.
- Many pupils enter school with significant weaknesses in writing, and particularly in handwriting.
- There are some weaknesses in teachers' subject knowledge, and teaching does not always set high expectations of what pupils can achieve.
- Expectations of the quality of pupils' written work are not high enough.
- Pupils do not practise their skills enough in reading, writing and mathematics across a range of subjects.
- The range of subjects taught is limited. Extra activities provided before or after school are few.
- Teachers' marking is not consistently effective in guiding pupils as to how to move their learning on.
- The roles and impact of some middle managers and subject leaders are not fully developed.
- The sports development plan to make use of additional government funds has not yet been implemented.
- Judging how well pupil premium funding is used is not systematic enough.
- Leaders and managers have not secured good progress for pupils. Parents are not currently represented on the governing body which limits its ability to support the school to improve.

### The school has the following strengths

- In recent terms, pupils have made more accelerated progress.
- Pupils supported by pupil premium funding make similar to their classmates.
- Pupils with English as an additional language are supported well.
- Pupils display good attitudes to learning, behave well and feel safe.
- Under new leadership, the pace of improvement has accelerated. Many new ways of working have been implemented to ensure that teaching and pupils' progress are improving.
- Systems to manage teachers' performance have been improved.
- The school's promotion of pupils' moral and social development is good.

## Information about this inspection

- Inspectors observed teaching in 22 lessons, six of which were seen together with senior leaders.
- Meetings were held with a group of pupils, the Chair of the Governing Body, the school's senior and subject leaders, and a representative of the academy trust.
- Inspectors took account of the 26 responses to the staff questionnaire and the 44 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a range of school documents, including records of the school's checks on the quality of teaching, minutes of governing body meetings, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils' progress. They also looked closely at pupils' written work for the current school year, and listened to pupils read.

## Inspection team

George Logan, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Elizabeth Cooper

Additional Inspector

## Full report

### Information about this school

- Broadfield East is a slightly-larger-than-average-sized junior school.
- The school is an ethnically diverse community, although almost three quarters of pupils are from White British or mixed race backgrounds.
- Around one quarter of pupils speak English as an additional language. This is an above-average proportion.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported through school action plus or with a statement of special educational needs is also well above average.
- The proportion of pupils for whom the school receives the additional funding known as pupil premium (for pupils known to be eligible for free school meals or those looked after by the local authority) is above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school became part of The Kennal Academies Trust (TKAT) in September 2012. This is its first inspection since its change of status. When last inspected, in 2010, prior to becoming an academy, the school was judged to be satisfactory.
- The school shares a site with, and is physically linked to, its partner infant and nursery school, which is also an academy within the same academy trust.
- The school has experienced considerable recent changes in leadership. The former headteacher and deputy headteacher retired in 2013. There was an interim headteacher in the autumn term of 2013. The current headteacher took up his post in January 2014, as did the new inclusion manager. The current deputy headteacher took up her post in April 2014. The Chair of the Governing Body, who is also Chair of Governors at the infant school, was appointed in September 2013.
- The school runs a breakfast club. This is managed by the governing body and was reviewed as part of the current inspection.
- In July 2013, following a review by the Department for Education, the school was judged to be a cause for concern in relation to its leadership, teaching and pupils' achievement. These judgements led to the issuing of a pre-warning letter by the Department in October 2013. This required the academy trust to implement significant improvements as a matter of urgency.

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

- Improve teaching so that pupils' progress is consistently good and standards reach at least the national average by the end of Year 6 by ensuring that:
  - teachers have higher expectations of what all groups of pupils can do and plan appropriate work to meet the needs of the full range of pupils' needs
  - teaching provides enough opportunities for pupils to practise their reading, writing and mathematical skills in a range of other subjects
  - teaching sets higher expectations of the quality of pupils' written work
  - school leaders work, as a matter of urgency and in conjunction with the partner infant school, to implement a common approach to the teaching of handwriting
  - weaknesses in teachers' subject knowledge are identified and resolved
  - marking is effective in driving rapid improvement in pupils' achievement across the full range of subjects taught.

- Improve the effectiveness of leadership and management by:
  - further developing the leadership roles and impact of middle leaders
  - extending further the range of subjects taught, to include history, geography and information and communication technology, in ways which engage pupils' interest and enthusiasm
  - providing more opportunities for pupils to engage in additional clubs and activities, during and after the end of the school day
  - ensuring that proposals to improve pupils' involvement in sport are reviewed and implemented promptly
  - ensuring that the impact of pupil premium funding is carefully assessed in the way it improves outcomes for pupils
  - ensuring, in line with the plan of the academy trust, that parents have more direct representation on the local governing body to help support school improvement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement. It is not good because pupils do not yet make sufficiently rapid progress, and attainment remains below average. Despite recent actions to address historic weaknesses, there are still underlying issues, particularly with pupils' writing, handwriting and progress in mathematics. Pupils do not apply their mathematical skills in a variety of situations.
- Little priority has, until recently, been given to the quality and presentation of pupils' written work. Pupils have not practised their emerging skills at a high enough level.
- Pupils' overall attainment by the end of Year 6 in 2013 was low. Too few pupils attained or exceeded Level 5 in any subject and this contributed to the overall underperformance in national results. Pupils made insufficient progress from their starting points in Year 3.
- Actions since September 2013 have, however, had a positive impact upon achievement. Behavioural issues have been addressed. Staff changes and effective action to improve teaching and monitor learning have contributed to the eradication of inadequate teaching.
- Intensive teaching programmes have been introduced to remedy weaknesses in reading and writing. As a result, pupils now make accelerated progress. The gap between pupils' attainment levels and those expected nationally is narrowing. Although weaknesses remain, projections indicate more positive outcomes in the coming national tests later this term.
- Under new management, the school rigorously monitors the progress of disabled pupils and those with special educational needs, and evaluates the provision made. With more carefully-targeted provision, these pupils now make progress in line with others.
- Standards on entry to Year 3 have typically been low in all subjects. Pupils who entered Year 3 in 2013, however, entered at levels closer to the national average. That said, a significant proportion of current Year 3 pupils still has underdeveloped skills, particularly in writing and handwriting. As a result, there is still considerable ground to make up in Years 3 to 6. Progress in the past has not been sufficiently rapid to eradicate these initial deficits in learning.
- In 2013, Year 6 pupils supported by pupil premium funding were the equivalent of two terms behind their classmates in English and mathematics. Currently, eligible pupils are making similar progress to, and occasionally better than, the others, so that the gap continues to narrow.
- Pupils with English as a second or other language are now supported well. The provision made is carefully reviewed and pupils' progress is closely monitored.
- Weaknesses in reading have constrained rapid progress in the wider curriculum. Intensive support is enabling pupils to acquire a better knowledge of phonics (the linking of sounds and letters) and to make accelerated progress in developing their reading skills across a range of subjects.

### The quality of teaching

### requires improvement

- Weaknesses in teaching have adversely affected pupils' progress. Radical action in the last two terms, including staff changes and efforts to improve the impact of teaching, have, however, ensured that inadequate teaching has been largely eliminated. However, while progress is accelerating, teaching has not been consistently good over time. Consequently, teaching requires improvement.
- Teachers do not yet consistently inspire pupils to work at higher levels, nor do they build sufficiently on pupils' readiness to do their best. There are some weaknesses in teachers' subject knowledge. Pupils do not readily apply their literacy and, in particular, their numeracy skills in other subjects. Although the quality and presentation of pupils' written work have improved, teachers' expectations are not always high enough.
- The school has established consistent systems for checking and improving pupils' progress.

Recent staff changes, however, have contributed to some inconsistencies in practice. While the marking of writing often provides good guidance for improvement, this is not consistently evident in all classes.

- Pupils for whom the school receives pupil premium funding make more rapid progress because the support they receive is now targeted more effectively. Pupils who are disabled or have special educational needs are supported well by carefully-prepared teaching assistants.
- When teaching is most effective, the pace of learning is brisk. In a Year 5 mathematics lesson, where pupils were extending their skills in multiplication, learning was effective because the tasks set were carefully structured so that pupils were working at the appropriate level. The most able pupils had extension tasks available. Consequently, the level of challenge ensured that most pupils were well motivated in their learning.
- The teaching of reading is improving. Provision for the teaching of phonics has been reviewed, with better opportunities for pupils to catch up. Consequently, pupils now read more confidently.

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

- Behaviour is good. School leaders have rightly focused on addressing inherited behavioural issues. Previously high levels of exclusion have been reduced, so that exclusions are now few. Effective behaviour management systems now ensure that staff respond consistently to any issues. Parents recognise that there have been significant recent improvements to behaviour.
- Almost all pupils behave well. Their conduct is almost always good. They routinely show enthusiasm for learning, although teaching does not always build effectively upon their commitment. As teachers raise their expectations, pupils' positive attitudes are driving better progress.
- The 'Broadfield Five', guidelines agreed by staff and pupils to promote mutual respect, contribute to the positive climate for learning.
- Instances of bullying are rare. Pupils recognise that bullying may take many forms, but are confident that these will be addressed by adults.
- The school makes good provision to ensure that pupils are safe. Weaker aspects of site security have been addressed and pupils acknowledge that they now feel very safe in school.
- Pupils recognise a range of risks. They understand how to keep themselves safe in various circumstances, such as when using social media. This ensures that they are well prepared for secondary school.
- Some pupils who arrive early at school access the breakfast club. However, this operates for a brief time and offers few enriching activities beyond the opportunity to have breakfast.
- Attendance has improved and is now broadly average. Persistent absence has reduced.

### **The leadership and management** requires improvement

- Despite significant changes, school leaders have, since September last year, worked hard to establish an effective leadership team and to secure the improvements necessary to deal with identified weaknesses. This includes behaviour, inadequate teaching and underperformance. More effective systems are now in place to monitor and improve teaching still further and to challenge underperformance. However, while pupils' progress continues to accelerate, so that past underachievement is being tackled, school leaders have not yet secured enough good teaching to ensure that all pupils make consistently good progress.
- Other than in literacy and numeracy, the leadership roles and impact of middle managers and subject leaders are limited, as opportunities to look at pupils' work and to observe teachers in lessons are too infrequent.
- A high proportion of teaching time is currently allocated to literacy and numeracy. Learning in other subjects, including history, geography and information and communication technology, is patchy between year groups. Pupils do not often apply their skills in reading, writing and

mathematics across other subjects. Pupils have limited choices of clubs and activities to enrich their experience of school.

- Initial plans for the use of the primary sports funding have not yet been implemented.
- While school leaders informally monitor the impact of pupil premium funding and understand its impact on learning, the evaluation of the effectiveness of all strategies is insufficiently rigorous.
- The monitoring and evaluation of teaching and learning are increasingly taking account of a wide range of evidence. Opportunities for training and staff development have increased considerably.
- School leaders track pupils' progress closely and identify gaps in knowledge and understanding. New strategies to help pupils to catch up, particularly in reading and writing, are effective.
- Provision to support pupils who are disabled or who have special educational needs is being restructured. The proportion of pupils with identified needs has been reduced significantly.
- Performance management systems have been overhauled. A closer link now exists between teachers' performance, pupils' progress and salary progression, to ensure that only the most effective teachers qualify for higher pay.
- Provision to promote pupils' social and moral development is good. Support for cultural development is more limited. Effective partnerships with other schools contribute to school improvement. Considerable efforts are being made to improve links with parents and carers.
- The limited support provided initially by The Kemnal Academies Trust led to a deterioration in the school's circumstances. This was identified by the Department for Education review in 2013. Since then, the pace of change has accelerated considerably, with an experienced new leadership team and significant changes in staffing.

■ **The governance of the school:**

- The local governing body has undergone significant changes since becoming an academy and is currently being restructured. There is no parental representation currently. However, current members have appropriate strengths and skills. Governors understand information on pupils' progress well. They compare the school's performance with national information and recognise the school's strengths and weaknesses. They more readily challenge school leaders in relation to pupils' performance, but recognise that there is still some way to go before pupils achievement can be judged as good. Governors are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. They understand the quality of teaching through discussion with the headteacher. They ensure that pay and promotion are now more closely linked to teachers' effectiveness. Governors are involved in decisions about the use of pupil premium funding to close gaps in pupils' achievement, but do not look closely enough if the money is being well spent. They ensure, along with senior leaders, that safeguarding arrangements meet requirements. The school does not yet have a website, or a robust plan for the deployment of sports development funding.

## 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> | 138453      |
| <b>Local authority</b>         | West Sussex |
| <b>Inspection number</b>       | 426380      |

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

|                                            |                        |
|--------------------------------------------|------------------------|
| <b>Type of school</b>                      | Junior                 |
| <b>School category</b>                     | Academy sponsor-led    |
| <b>Age range of pupils</b>                 | 7–11                   |
| <b>Gender of pupils</b>                    | Mixed                  |
| <b>Number of pupils on the school roll</b> | 266                    |
| <b>Appropriate authority</b>               | The governing body     |
| <b>Chair</b>                               | Jim McGough            |
| <b>Headteacher</b>                         | David Tow              |
| <b>Date of previous school inspection</b>  | No previous inspection |
| <b>Telephone number</b>                    | 01293 406940           |
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