

# Broke Hall Community Primary School

Chatsworth Drive, Ipswich, IP4 5XD

**Inspection dates** 18–19 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- This is a rapidly improving school. The headteacher has made many changes to improve teaching and other aspects of the school. These are having a substantial impact on raising pupils' achievement.
- Children in the Early Years Foundation Stage now make good progress in acquiring early learning skills so that they get off to a good start in their education.
- Pupils place great trust in their teachers and say they feel safe at school, and their parents agree. Attendance is above average.
- Relationships throughout the school are excellent. The overwhelming majority of parents are pleased with the improvement they see in the school.
- Rigorous and regular checking of teaching by leaders and constructive feedback to staff on their performance has led to teaching that is now typically good. Occasionally it is outstanding.
- Pupils in all year groups are making more rapid progress in reading, writing and mathematics. Older pupils are catching up rapidly on learning missed through inadequate teaching in the past.
- Pupils behave well in lessons and around the school. Often behaviour is excellent. Pupils have positive attitudes to learning.
- Governors are effective partners in leading the school and provide a high level of challenge to senior leaders about the school's performance.

### It is not yet an outstanding school because

- Pupils are not being given sufficient opportunities to write at length from an early age.
- The rate of learning is restricted when teachers do not recognise quickly enough when more-able pupils are ready to move on ahead of other pupils.
- The depth of questioning and work set are not always of a sufficiently demanding level to make sure that more-able pupils' learning is challenged and accelerated more rapidly.
- Occasionally, pupils do not produce enough work of a good standard in writing or mathematics in the time allowed.

## Information about this inspection

- Inspectors observed 31 lessons, 8 of which were seen together with the headteacher and deputy headteacher. Inspectors observed pupils moving around the school, in the dining room and at break and lunchtimes and in two assemblies. They listened to pupils read and examined work in pupils' books.
- Discussions were held with pupils, senior and subject leaders, three members of the governing body and a representative of the local authority.
- Inspectors looked closely at a range of documentation, including the school's data about the progress of pupils, leaders' evaluation of the school's strengths and weaknesses, improvement plans, safeguarding policies, behaviour and bullying incident logs and records relating to the management of teachers' performance.
- Inspectors took account of the 151 responses to Ofsted's online questionnaire (Parent View) and spoke to a small number of parents.
- Inspectors took account of the 32 questionnaires completed by staff working at the school.

## Inspection team

Nichola Perry, Lead inspector	Additional Inspector
Elizabeth Hackett	Additional Inspector
David Wolfson	Additional Inspector
James Fuller	Additional Inspector

## Full report

### Information about this school

- Broke Hall is a significantly larger primary school than found nationally.
- The majority of pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils who are supported by the pupil premium (additional funding given to schools for pupils who are known to be eligible for free school meals or in the care of the local authority) is low.
- The proportion of disabled pupils and those who have special educational needs supported by school action, school action plus or with a statement of special educational needs is low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced significant staffing changes during what has been a turbulent period since the previous inspection.

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

- Further improve the quality of teaching and raise achievement in writing and mathematics more rapidly, particularly for more-able pupils, by:
  - providing more opportunities for pupils to write at length from the Reception class upwards so that they regularly practise and improve their developing literacy skills
  - insisting that all pupils produce more work of a good standard in writing and mathematics in the time available for learning
  - encouraging pupils to think more deeply about their learning by asking more probing questions
  - making sure that more-able pupils are not held back in lessons when it becomes clear that they are ready to move on more quickly.

## Inspection judgements

### The achievement of pupils is good

- Most pupils now achieve well having started at the school with skills and knowledge at a level of development typical for their age. The very large majority of pupils make the progress expected for their age in reading, writing and mathematics, and an increasingly high proportion are now exceeding expected progress in all three subjects. This is because the quality of teaching and the range and type of activities provided for pupils across the school have improved considerably since the previous inspection.
- Attainment at the end of Year 6 is above average in all three subjects. Work seen in pupils' books, discussions with pupils and observations confirm that progress is now good and attainment is starting to rise further. Pupils in the past have not made fast enough progress through the school, leaving much to be done in Year 6. This is because too much teaching was inadequate or required improvement and there was not a sharp enough focus on what pupils already knew and were able to do. Assessment procedures were unreliable so that progress data was inaccurate, work planned lacked challenge and prevented standards from being higher.
- Rigorous checking of teachers' performance, along with well focused training and support and highly focused checking on pupils' progress are leading to greater consistency and improved rates of progress in all year groups. This means that teachers are now increasingly needing to spend less time helping older pupils to fill gaps in their learning. Where this remains the case, leaders have implemented a wide range of intensive support programmes to help raise achievement. Inspection activities confirm that these are having a positive effect on pupils' achievement.
- Reading is a strength across the school. Phonics (the link between letters and the sound they make) and guided reading are now taught effectively. Younger pupils make good use of their growing knowledge of phonics to help them interpret unfamiliar words and understand text. Older pupils make use of a wide range of strategies to improve their reading. Teachers and additional adults employed by the school have developed a good level of expertise which ensures that pupils learn well and develop into confident, accurate and fluent readers. Pupils read regularly and are developing a love of reading.
- Achievement in the Early Years Foundation Stage has improved considerably so that children are now achieving well. They are given interesting activities to do and significant improvements to the indoor and outdoor learning areas mean that they can learn equally well in either area.
- Although better attention is now paid to the rate at which children of different abilities develop their early reading, writing and mathematical skills, more-able children particularly are being held back at times, for example, because expectations about how much and how frequently they write at length, remain too low.
- Although numbers are low, the school has worked effectively to improve provision and support for disabled pupils, those who have special educational needs and those who speak English as an additional language. Additional small-group or one-to-one tuition, plus well-focussed support from additional adults in class, is ensuring that these pupils make good progress and achieve similarly to their classmates.
- The school uses the pupil premium funding effectively to provide a good range of additional sessions, one-to-one tuition and support from the Family Liaison Officer for eligible pupils. Last year, those in Year 6 who were eligible for pupil premium funding made similar progress between the end of Key Stages 1 and 2 as others in the school and nationally. However, their

attainment was about a year behind that of others in mathematics and writing and about half a year behind in reading. School progress data and lesson observations show that this group of pupils are now achieving much better. They are making good progress in reading, writing and mathematics and are on track to reach similar standards to their classmates by the end of Year 6.

### **The quality of teaching** is good

- Work to improve the quality of teaching has been relentless. Regular and rigorous checking of teachers' performance, use of its own good practice and coaching of individual teachers has eradicated inadequate teaching and raised the overall quality and consistency of teaching for all staff.
- Much improved use of information about what pupils of different abilities know and can do is ensuring that learning activities are now more carefully adapted for pupils in different ability groups. This is helping them to improve at a faster rate. However, it is clear from pupils' books that teachers do not always recognise that pupils are already working at a higher level than in the past, and, therefore, now require greater challenge. This is especially so in writing where pupils from the Reception class upwards are not sufficiently challenged to produce longer pieces of work as a matter of course.
- Pupils in all classes are given good opportunities to plan their work in English or practise examples in mathematics. Learning is well-structured with clear guidance, often through examples, which show pupils exactly what they have to do in order to be successful. In most classes this happens in a timely fashion so that less-able pupils are not left behind. However, more-able pupils, who are ready to move on, are sometimes held back because it is not yet fully recognised that they do not require the same input as others.
- Skilful questioning, by teachers and additional adults is helping pupils to think carefully about their responses. A range of good strategies is used when asking questions which ensure that all pupils are involved. Pupils who find learning difficult are given plenty of time to respond and are encouraged to 'ask a friend' if they are struggling to answer. Because adults show pupils such high levels of respect, even the most reluctant pupils are prepared to have a go. Pupils' learning is truly extended when questioning shows especially effective ways of probing their responses. Where this is happening pupils think more deeply about their learning, however, probing questioning is not yet a routine feature of teaching in all classes.
- Improved marking is leading to an increasingly good dialogue between pupils and their teachers, and between pupils and their classmates, where they are marking or commenting on each others' work. This is helping pupils to improve their work. However, what is not yet being picked up routinely in teachers' marking is that work in pupils' books shows that some pupils are not producing enough work of a good standard in mathematics and writing in the time available. Pupils spoken to during the inspection are very clear about what aspects of their work they have to improve and how they will improve these. They say they enjoy achieving well and relish the challenge of harder work.

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

- The behaviour of pupils is good and exclusions are rare. They conduct themselves well in lessons, around the school, in the dining room, assembly and outside. Pupils are very proud of their school and enjoy coming to school so that attendance is consistently above average. They are well-motivated by their stimulating lessons and are very keen to learn. Pupils say that the

behaviour seen during the inspection is typical.

- The school focuses strongly on developing good social and moral values so that pupils learn well how to be polite to each other and to adults. Pupils are tolerant and generally accepting of difference and recognise that some pupils have difficulties which cause them to struggle with their learning or behaviour. Pupils get on well with each other and work very well together in pairs or groups. The school is calm and pupils learn without disruption.
- Pupils say that they enjoy the range of activities provided in different subjects, especially when their teachers set them harder work. They understand how well they are progressing and what to do next in order to improve further, either through teachers' marking or their individual targets. They appreciate the more detailed marking and enjoy their 'conversation' with their teachers.
- The school's work to keep pupils safe and secure is good. The school is a safe environment and much attention is paid to ensuring that pupils are kept safe and well-cared-for in all aspects of their learning and development. Pupils have a good understanding of risk as a result of the school's good work in this area. Pupils say they feel safe, and the majority of parents who responded to Ofsted's questionnaire agree. Parents spoken to during the inspection also feel that their children are safe and are pleased with what the school provides for them.
- Pupils say that bullying does occur but judge that there are few incidents and staff do their best to manage reported incidents. Pupils are aware that bullying may take different forms, such as internet bullying or because of gender, faith or other differences. A number of parents who completed the online questionnaire, as well as a small number of staff, feel that behaviour and bullying are not dealt with effectively. Inspectors examined closely school documentation and procedures and found that all reported incidents are fully and properly recorded and managed.
- The school provides extremely well for pupils with a wide range of behavioural, learning and health needs. Leaders, teachers and the Family Liaison Officer work very closely with parents and this is highly valued by those concerned. The school makes excellent use of many external agencies to ensure the best possible advice and support for pupils and their parents. This approach is having a very positive effect on helping pupils, some of whom have very significant emotional difficulties, to think about their feelings and make correct choices regarding their behaviour and attitudes to learning.

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

- The headteacher's excellent leadership skills have done much to strengthen the leadership of the school at all levels. She has very successfully steered the school through a particularly turbulent period since her appointment, whilst maintaining the momentum on improvement so that attainment has not only not declined but is beginning to rise.
- Relationships are excellent throughout the school. There is a strong sense of community developing and staff morale is increasing as they realise the success of their efforts, particularly in terms of the quality of teaching. The overwhelming majority of parents, including those spoken to during the inspection, are pleased with what the school provides for their children.
- The headteacher knows the school very well. Checking on improvements and judgements about how well the school is performing are honest and accurate. The headteacher works very effectively with the deputy headteacher, who has done much to work with staff, mentoring and coaching staff so that they are improving their practice.

- Staff performance procedures have been thoroughly and fully reviewed and these are now very closely allied to in-depth discussions with teachers about how well their pupils are performing. Payments which reward staff performance are checked closely against the Teachers' Standards and pupils' progress. Opportunities for staff training are plentiful and varied. Leaders at all levels now have a much clearer understanding of their responsibilities and their role in tackling underperformance.
- Middle leadership has developed well so that English, mathematics and the Early Years Foundation Stage are now well-led and having considerably more impact on the quality of teaching and pupils' achievement. Provision for pupils eligible for the pupil premium funding, those who are disabled or have special educational needs, and those who enter the school with little or no English is led well so that their achievement is as good as other pupils. Additional funding is used effectively to support learning for these groups, reflecting the school's positive approach to supporting learning for all and ensuring equality.
- High priority is given to the teaching of reading, writing and mathematics. Other subjects are increasingly well-taught through the teaching of basic skills so that pupils are being helped to broaden their horizons and understand the relevance of what they are learning and its link to their own experiences. These include widening pupils' experience of history, geography and science, which contributes well to developing their spiritual, moral, social and cultural awareness.
- Pupils' learning is well-enhanced through a wide range of after-school activities. Good use is made of the primary school sport funding to promote pupils' health and well-being in a number of ways and has resulted in more pupils choosing to take up physical activities after school.
- The local authority has provided an appropriate level of support for this previously requiring improvement school so that it now has good capacity to improve further.

■ **The governance of the school:**

- The governing body is an effective partner in the leadership of the school. They are extremely supportive and quick to recognise and value the rapid progress the school has made since the headteacher arrived. Governors say that they are now much better informed about how well the school is performing so that they have a real grasp on the school's strengths and weaknesses. They show a good understanding about the quality of teaching and pupils' achievement so that they are able to provide a good level of challenge to senior leaders. Governors are strongly committed to the school and its pupils and want them to do well. They meet regularly and ensure that resources are spent well, including the pupil premium and primary school sport funding. Governors manage the performance of the headteacher effectively and understand about the need to ensure that pay and promotion are rigorously linked to teachers' effectiveness. They have undertaken a wide range of training so that they are well aware of their responsibilities. Governors have been involved in decisions relating to the use of the pupil premium and increasingly understand its impact on pupils' learning and progress. They also ensure that safeguarding arrangements meet current 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

<b>Unique reference number</b>	124671
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	442071

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	650
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Will Pryke
<b>Headteacher</b>	Jenny Barr
<b>Date of previous school inspection</b>	29 November 2012
<b>Telephone number</b>	01473 729544
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