

Broadgate Primary School

North Broadgate Lane, Horsforth, Leeds, West Yorkshire, LS18 5AF

Inspection dates 19–20 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics to reach standards that are broadly average by the end of Year 6.
- Pupils with disabilities or special educational needs and those who are the least able make rapid progress. This is because leaders, teachers and teaching assistants provide excellent support to help them catch up.
- Pupils are polite, considerate and well behaved. Pupils and their parents agree they are happy in school and have no concerns about behaviour or bullying.
- The school is a caring environment where the safety and well-being of pupils is a priority. As a result, pupils feel and know how to keep themselves safe.
- The school's work to keep vulnerable pupils safe is exemplary. The school works exceptionally well with other partners to make sure pupils have the support they need.
- The quality of teaching is good. Teachers explain new work carefully and then carefully question pupils to make sure they have understood. They plan work that is interesting and relevant so that pupils make good progress, particularly in their reading, writing and mathematical skills.
- The headteacher is extremely well regarded by parents, governors and all who work with the school. The headteacher and other senior leaders take immediate and effective action to tackle weaker areas of performance. As a result, achievement in writing and the quality of teaching have both improved since the previous inspection.
- The governing body have a good knowledge of the strengths and weaknesses of the school. Governors provide able support to senior leaders while also challenging any underachievement to make sure the school improves. As a result, teaching, behaviour and achievement are all good.

It is not yet an outstanding school because

- Not enough children are acquiring the skills they need during their time in the early years.
- Not enough of the most able pupils reach above average standards at the end of each key stage.
- Middle leaders do not have precise enough action plans nor are they involved in checking the quality of teaching in order to drive improvements more rapidly.

Information about this inspection

- Inspectors observed teaching and learning in 11 lessons taught by 11 teachers or teaching assistants, as well as making shorter visits to look at pupils' work. Some observations were carried out jointly with the headteacher.
- Inspectors talked to pupils at break and lunch times, and heard others in Years 1, 2 and 6 read.
- The views of the 28 parents who responded to the online questionnaire (Parent View) were taken into account, as well as the views of parents gained informally during the inspection.
- Inspectors met with senior and middle leaders, teachers, members of the governing body and a representative of the local authority.
- The school's improvement plan and records of pupils' achievement, as well as records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Fifteen staff submitted their views via a questionnaire and inspectors also took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- Broadgate Primary is similar in size to the average sized primary school.
- The proportion of disadvantaged pupils, those known to be eligible for the pupil premium, is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.
- About half of pupils are of White British heritage. Although the proportion of pupils from minority ethnic groups is well above average, the very large majority of pupils speak English as their first language. The ethnic backgrounds of about 14% of pupils are diverse so that 13 different languages are represented. No pupils are in the early stages of speaking English.
- The proportion of disabled pupils and those who have special educational needs is higher than that found nationally.
- The school has a specialist unit called 'The Gateway', which provides support for pupils aged five to seven who are experiencing behavioural difficulties from a wider area. There are currently no pupils in this provision, although the unit provides outreach advice and support on demand from other schools.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school has recently been awarded a Silver Quality Mark for school games.

What does the school need to do to improve further?

- Improve provision in the early years so that a greater proportion of children reach a good level of development by the end of the Reception Year by:
 - establishing clear routines so that children settle to learning activities calmly and make good progress in their social skills
 - increasing opportunities for children to develop their reading, writing and mathematical skills through well organised and planned activities
 - ensuring the improvement plan for early years has clear targets to improve achievement
 - improving the quality of teaching in the reception class.
- Strengthen the impact of middle leadership so that strategies to improve achievement are more precisely planned and checked more thoroughly and regularly by middle leaders themselves.
- Ensure the most able pupils are more regularly challenged so that a greater proportion exceed the standards expected for their age at the end of each key stage.

Inspection judgements

The leadership and management are good

- The headteacher has developed a culture of continuous improvement and high aspirations that are shared by all staff. She carefully analyses information about pupils' achievement in order to take rapid and effective action where it is needed. As a result, weaknesses are identified and rectified quickly and efficiently.
- The school is a harmonious environment where adults and pupils alike are respected and valued. Leaders have developed excellent partnerships with external agencies and this helps to ensure that the needs of vulnerable pupils are met, so that they behave well and make good progress. In this way, the school is fulfilling its duty to ensure equality of opportunity, foster good relations and tackle discrimination.
- The school also provides good support to Key Stage 1 pupils from other schools in the wider area through 'The Gateway' behaviour management outreach service.
- Senior leaders regularly check the quality of teaching. They give detailed and honest feedback to teachers about their performance. As a result, the quality of teaching has improved and is good. This information has been used well to reward good teaching and poor performance has been tackled in the past. As a result, the quality of teaching has improved and is good.
- The school's leadership was restructured recently. Middle leaders are enthusiastic and ambitious. Their improvements plans are a list of actions, but these actions lack precision. For example, there are no targets that set out exactly what is to be achieved. Middle leaders have not yet had opportunities to check the quality of teaching in their areas of responsibility in order to make sure that improvements are realised.
- Parents have a very positive view of the school. An overwhelming majority would recommend the school to another parent. As typical comment was, 'I can't fault them.'
- The curriculum is broad, interesting and lively. It makes a very positive contribution to pupils' spiritual and cultural development. Pupils' British values are promoted through a range of events, such as a recent visit by a Member of Parliament, the work of the school council which mirrors the democracy of government and participation in events, such as the Queen's baton relay for the Commonwealth Games. The school's own 'golden rules' also mirror the British values of tolerance and respect and these permeate the school. Pupils are, therefore, well prepared for life in modern Britain.
- Resources, such as the pupil premium funding are used effectively. As a result, the achievement of eligible pupils usually closely matches that of those who are not eligible and when it falls short, urgent action is taken.
- The primary school sport funding has been used effectively to extend the range of sports offered and increase the expertise of staff. There are now far more opportunities for pupils to compete either within the school or with other schools in the local area.
- The local authority has provided good support for the school, for example, last year it identified a partner school to help develop a different leadership structure. This support is no longer needed.
- The school is a caring, safe environment where safeguarding meets statutory requirements.
- **The governance of the school:**
 - Governors have a good knowledge of the strengths and weaknesses of the school. They meet regularly with the headteacher in order to provide support and challenge to ensure good decisions are made. For example, they identified the need to extend the leadership team in order to secure good leadership for the future.
 - An open and honest relationship between school leaders and governors ensures governors have a good understanding of pupils' performance information. They have an accurate insight into the quality of teaching. All of this performance information is used well to reward good teaching. Governors have also tackled poor performance in the recent past so that the quality of teaching is good.
 - Governors have good financial skills and manage resources efficiently. They make sure that funding such as the pupil premium is used effectively in order to raise standards for eligible pupils.

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

- The behaviour of pupils is good.
- Pupils are friendly, caring and respectful. They play happily together at break and dinner times. All the parents who responded to Parent View and those spoken with during the inspection say their children are very happy in school.
- Pupils have a good understanding of what constitutes bullying and how it should be tackled. For example, a recent anti-bullying day emphasised the importance of standing up for yourself. Pupils say that bullying hardly ever happens and, if it does, they are confident that staff will sort it out. Parents also trust the school to sort out issues quickly and effectively, citing examples of where this has happened.
- Pupils from a range of different ethnic backgrounds and religions work and play in harmony together. They understand racism and report that it does not happen in their school. This is because an atmosphere of tolerance and respect pervades the school.
- Pupils have strong moral values and a well-developed sense of social responsibility. The school council gives pupils excellent opportunities to make their views heard and to take responsibility for themselves and others.
- Behaviour in lessons is good. Pupils have positive attitudes to their work and show this by working hard in lessons, listening carefully to adults and each other, and finishing their work to a good standard.
- There are a small number of pupils who find it difficult to behave well. Their behaviour is managed extremely well by very skilled staff so that their behaviour improves over time and disruptions to learning are rare.
- Attendance is broadly average. Pupils who have a history of poor attendance are closely monitored so that the proportion of pupils who are persistently absent is low.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good knowledge of how to stay safe, for example, when using the internet. They say they feel safe in school.
- Members of the school council were involved with work with an outside agency aimed at helping pupils to understand how to stay safe if faced with violence in the home. Pupils valued this work and have shared it with other pupils.
- The school's work to safeguard potentially vulnerable pupils is outstanding and a strength of the school. This is because the school works in excellent partnership with other agencies and uses all of the resources at its disposal to make sure that these pupils and their families get the support they need.

The quality of teaching is good

- Teachers plan stimulating activities that engage the interests of pupils so that they work hard and make good progress. Teachers assess pupils' understanding accurately and use this information to plan subsequent lessons that help pupils to achieve well.
- There is a good emphasis on teaching reading skills at all ages and levels. Teachers and teaching assistants teach pupils in Years 1 and 2 letters and sounds (phonics) so that they make good progress in reading. Older pupils are taught how to interpret and understand the texts they are reading. This is helping them to make more rapid progress in reading and to address the dip in standards seen in Key Stage 2 in 2014.
- Similarly, teachers have raised their expectations of pupils' mental and written calculation skills in line with the new National Curriculum. New methods are explained clearly and pupils are given support when they are practising new approaches. This helps pupils to understand the methods and achieve success.
- Pupils have good opportunities to practise their writing skills in other subjects. Expectations of what pupils can do are high, with the result that they write neatly, spell accurately and punctuate their work correctly and appropriately for their age.
- All staff are extremely skilled in managing pupils' behaviour. They nurture good behaviour in an environment of praise and high expectations. Sanctions are used sparingly when needed. As a result, pupils thrive in an atmosphere of mutual respect and all can work in harmony with little disruption to learning.
- Work is planned appropriately to meet the needs of the different ability groups in each class. In particular,

the least able pupils have work that is matched to their ability and they are well supported so that they become increasingly confident and make good progress.

- While there are some opportunities for the most able to tackle more challenging work, this is not always the case. Sometimes, for example, these pupils are given additional work to complete when they can already do it, so that opportunities to extend them further are lost.
- Teachers mark pupils' work regularly, set them improvement targets and tell them how to improve their work in the future. Sometimes they do but there are also occasions when pupils would benefit from tackling their errors and improving their work for themselves in order to make even more rapid progress.

The achievement of pupils is good

- Pupils make good progress in lessons because the quality of teaching is good.
- Pupils enter Year 1 with skills and abilities which are lower than those usually found. They make good progress over time so that they reach broadly average standards in reading, writing and mathematics by the end of Year 6.
- Key Stage 2 test results dipped significantly in 2014 in reading and mathematics. These lower standards were not typical and inspection evidence shows that standards in the current Year 6 are much higher than this. The school has rigorously investigated the reasons for the dip and has taken very effective action to address weaknesses in pupils' reading comprehension and calculation skills. As a result, standards have improved in reading and mathematics and are now at least average.
- Pupils in Year 1 and Year 2 use their knowledge of letters and sounds to read well. As a result, a greater proportion of pupils reach the standard expected in the Year 1 phonics screening check than found nationally. Pupils enjoy reading regularly at home and at school, and answer simple questions about the books they are reading.
- Key Stage 2 pupils read fluently, confidently and accurately for their age. Pupils are beginning to read the meaning behind the text more accurately by using their inference and deduction skills.
- Standards in writing have improved since the previous inspection. This is because pupils have good opportunities to write in their English lessons and in other subjects. For example, pupils in Year 5 have recently studied the Second World War in history. They have produced attractive books which contain written accounts of life in Leeds at that time, as well as poems to illustrate their feelings.
- Standards in mathematics are improving as teachers have higher expectations in line with the new National Curriculum. For example, they are now teaching formal calculations at a much earlier age. Pupils are able to use these methods to calculate accurately and also have a good understanding of the processes they are using.
- The achievement of disabled pupils, those who have special educational needs and pupils of lower ability is good. This is because pupils' specific learning needs are accurately identified and they receive good support from teachers and teaching assistants. As a result, these pupils make particularly good progress.
- Pupils who speak English as an additional language, together with those who are from other minority ethnic backgrounds, achieve at least as well as other pupils in the school.
- Too few of the most able pupils are reaching above average standards at the end of each key stage. There are examples of the most able pupils achieving particularly well. For example, a small number of Year 6 pupils reached the high Level 6 in 2014 in mathematics as a result of additional classes. However, this is not consistent in all subjects and key stages.
- Disadvantaged pupils make good progress so that by the time they reach the end of Year 6 they have almost caught up with their classmates. In Year 6 in 2014, gaps in attainment between disadvantaged pupils and others in the school in previous years have almost closed in reading and writing; disadvantaged pupils were only about one term behind their classmates. However, the gap in mathematics was about four terms. Disadvantaged pupils achieved much less well than other pupils nationally in 2014. This was because of the general dip in standards in the school in that year. All disadvantaged pupils in the current Year 6 class are set to attain Level 4 in reading, writing and mathematics so that all gaps in attainment are closing rapidly.

The early years provision requires improvement

- The provision in the Reception class requires improvement. The absence of the class teacher has resulted in a number of temporary teachers this term. Routines are not yet clearly established so that children sometimes find it difficult to settle to activities or to concentrate. As a result, children's ability to share,

cooperate and behave well in a range of situations is not yet good.

- Staff in the Reception class do not always intervene quickly enough to help children make good progress. For example, children were concentrating really well when pouring water using a range of measuring containers. While they were developing an understanding of measuring while working on their own, this was a missed opportunity to develop their mathematical language so that they could make much more rapid progress.
- While a range of stimulating activities is provided in the Reception class and these activities often capture the interests of children, there is insufficient focus on the development of reading, writing and mathematics. As a result, only half the children are acquiring the skills they need in these areas to make a good start in Year 1.
- In contrast, children in the Nursery class make good progress in a stimulating environment where order and calm pervade. This is because staff have established good routines from the start and children respond well to the security this provides.
- Children in the Nursery class are able to share and take turns and they enjoy tidying up at the end of a session. They make good progress in their communication and language skills because staff provide activities that spark children's imagination and then sit with them to stimulate their interests and develop their language skills.
- Adults record children's achievements carefully and use this information to plan further activities. Parents contribute to these assessments so that they have a clear view of the progress their children are making.
- There are a significant number of children in the Early Years who have disabilities or special educational needs. Staff support these children exceptionally well so that they make good progress, particularly in their personal and social skills. This is because the early years leader enlists the help of other partners such as the children's centre and the outreach support for behaviour in order to improve staff expertise.
- The early years leader is a well qualified and enthusiastic leader. She has plans to improve the provision in the Reception class, but is focused on the Nursery class where she teaches and has not yet been able to have sufficient influence on provision in the Reception class. The improvement plan is not sufficiently focused on improving achievement, for example, there are no clear targets for children's outcomes at the end of the Reception Year.

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	107874
Local authority	Leeds
Inspection number	449144

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	242
Appropriate authority	The governing body
Chair	Andrew Akal
Headteacher	Elaine McLellan
Date of previous school inspection	28 March 2011
Telephone number	0113 258 2685
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