

# Broadheath CofE Primary School

Sailor's Bank, Lower Broadheath, Worcester, WR2 6QT

**Inspection dates** 4–5 June 2015

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

## Summary of key findings for parents and pupils

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

- Not enough has been done to address the weaknesses in writing found at the time of the previous inspection.
- Too few pupils reach the higher levels in writing.
- Although teaching is currently improving with much that is good, teachers' expectations for the quality of pupils' written work are not consistently high enough and limit what is achieved.
- Teachers do not demand enough of pupils with regard to handwriting, spelling and general presentation of work.
- The work set for the most-able pupils is not always hard enough. As a result, these pupils sometimes do not make as much progress as they should.
- When monitoring teachers' performance, leaders do not fully measure the impact of teaching on pupils' learning and whether the progress pupils make in lessons is good enough.
- The school's targets for improvement do not measure the success of the actions taken precisely enough in their impact on pupils' learning and attainment.

### The school has the following strengths

- The school is improving because the acting headteacher provides strong leadership, a clear direction for staff and much-needed stability. Staff and governors share his vision for improving the school.
- Governors provide increasingly effective challenge and support. They have taken decisive action that has helped to secure stability at a difficult time, and improvements in teaching and achievement.
- Progress, particularly that of the most-able pupils in mathematics, accelerates towards the end of Key Stage 2 through good teaching.
- This is a happy, caring school where pupils behave well. Most pupils develop into mature individuals by the time they leave.
- Pupils are safe at school. Parents, staff and pupils all endorse this judgement. Pupils learn how to keep themselves safe.
- Children achieve well in the Reception class because they are taught well.

## Information about this inspection

- The inspector observed pupils' learning in seven lessons, three of which were observed with the acting headteacher.
- Meetings were held with pupils, representatives of the governing body and staff, including senior and middle leaders.
- The inspector listened to pupils' reading, looked at their work in a wide variety of books and talked to them about their learning.
- The inspector took account of 31 responses to the online questionnaire, Parent View, and spoke informally to parents at the beginning of the day. She analysed eight staff questionnaires.
- The inspector looked at a range of documentation, including the school development plan, policies and information about progress and attainment. She scrutinised records of how the school sets targets for teachers to improve their work.
- The inspector met with the designated member of staff for safeguarding and the governor with safeguarding responsibility. She scrutinised the school's central record on the suitability of staff, its child protection policy and checked whether staff understood the school's safeguarding procedures. She also checked the security of the site and looked at the school's risk assessments.

## Inspection team

Kath Campbell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Nearly all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils who are disadvantaged and supported by pupil premium funding is well-below average. Pupil premium funding is additional funding for pupils known to be eligible for free school meals or who are looked after by the local authority.
- In recent years, the school has experienced staffing disruption, including at senior leadership level. The deputy headteacher took up the acting headteacher role in the autumn term of 2014.
- Breakfast and after-school clubs are provided for pupils during term time.
- Children attend the Reception class on a full-time basis.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year6.

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

- Strengthen teaching by making sure that all teachers:
  - have the highest expectations of what the most-able pupils can achieve so that these pupils do not spend time doing work that is too easy
  - share and learn from the good practice in teaching and learning that exists within the school.
- Increase the proportion of pupils reaching higher levels, particularly in writing, throughout the school by:
  - developing pupils' written skills systematically so they are not held back from reaching the higher levels
  - insisting that pupils' written work is well presented and free from basic spelling mistakes.
- Strengthen leadership and management by making sure that:
  - leaders monitor the quality of teaching with more focus on its impact on pupils' learning
  - plans for improvement include targets that are linked more precisely to raising attainment.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because, although senior leaders currently drive through improvement with a sense of urgency, staffing instability has led to underachievement. The school has not moved forward well enough since its previous inspection.
- One of the areas for improvement from the school's previous inspection, raising pupils' achievement in writing, has not been tackled with sufficient rigour. As a result, attainment in this subject has not risen enough.
- Leaders' plans for improvement identify the correct priorities. However, the success of the actions stated in these plans is not always linked precisely enough to the impact on pupils' learning. As a result, improvement targets lack focus on raising attainment.
- Checks carried out by senior leaders on the quality of teaching and learning give detailed, valuable information and contribute to an increase in good teaching. However, when senior leaders monitor the quality of teaching, they do not always focus closely enough on the impact of teaching on learning or whether pupils have learnt enough during lessons.
- During staffing disruption, it has not been possible for staff to share and learn from the good practice that exists within the school. Sharing good practice has not yet been made a current priority.
- The acting headteacher shows a high commitment to the school and has created a determined team and a good climate for learning where pupils behave well and good teaching is expected. Teachers are made far more accountable for the standards pupils achieve than they have been previously.
- The school measures pupils' progress far more rigorously than in the past. Detailed systems ensure that pupils in danger of falling behind are identified early so that they receive the right level of help to get back on track. As a result, progress is showing some improvement.
- Subject leaders have a clear understanding of what improvements are needed. They are developing their leadership skills well. For example, secure interim arrangements for the coordination of special educational needs has enabled these pupils to make as much progress as others from their lower starting points.
- The early years provision is well led and managed. Consequently, the children achieve well.
- The school has prepared well for the changes to the National Curriculum. The activities that pupils are given are imaginative and stimulating. Additional opportunities for pupils to develop creative arts' skills through, for example, model making or playing the ukulele, add greatly to their enthusiasm for learning. Pupils were observed extending their literacy and, to a lesser extent, their numeracy skills in all subjects, for example, in religious education, history and science.
- The school is in the process of developing new ways of checking pupils' progress in different subjects. However, it is too soon to evaluate the benefits of these arrangements.
- Provision for pupils' spiritual, moral, social and cultural development is good. Assemblies are used effectively to reinforce key British values, such as tolerance and respect for others, and to celebrate pupils' success. Leaders actively promote equality of opportunity and ensure any discrimination is tackled. Pupils' understanding of key social values and their many opportunities to take responsibility ensure that they are well prepared for life in modern democratic Britain.
- The primary sports funding is used effectively to develop teachers' expertise and provide a wide range of sporting activities, including after-school clubs. The increase in activities makes a good contribution to pupils' healthier lifestyles. It has also brought success in competitive sport, particularly in football.

- Pupil premium funding is put to good use to improve the achievement of disadvantaged pupils by, for example, providing targeted one-to-one and small-group support. The school's use of the funding is narrowing any gaps in attainment between eligible pupils and others.
- Parents are delighted with the improvements currently taking place in school. They particularly appreciate the information they receive about the day-to-day successes of their children.
- The school's arrangements for safeguarding and child protection meet current statutory requirements. All staff receive regular, appropriate training and are well informed about procedures. The school site is secure and staff provide a good level of support for vulnerable pupils.
- The local authority school improvement adviser knows the school well and reviews its work regularly. The local authority supports the school by providing appropriate training and developing effective links with other schools to expand staff and leaders' expertise. However, the local authority has been unable to help maintain standards since the last inspection.
- **The governance of the school:**
  - Governance is effective. Governors are very supportive of the school and share the acting headteacher's drive for improvement. They have taken decisive action to ensure stability during current staffing difficulties. They are much better informed than at the time of the previous inspection and know what needs to be improved.
  - Governors are linked to subjects and visit regularly to check that improvements to teaching and learning are working. They have a good understanding of school information relating to the progress pupils make and how this compares with other pupils locally and nationally.
  - Governors provide strong support to tackle underperformance. They have greater expertise to challenge senior leaders than in the past.
  - Governors make sure that teachers' pay progression is closely linked to pupils making at least good progress. They set clear targets in the management of teachers' performance and only reward good teaching.
  - The governors keep a careful check on school finances and ensure funding for disadvantaged pupils and physical education and sports is used effectively.
  - The governors monitor safeguarding policies, training and practice rigorously to ensure procedures meet statutory requirements.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils' positive attitudes towards learning make a strong contribution to their good personal development. They are proud of their school and want to do well.
- Behaviour in lessons, in the playground and around school is good. Older pupils look after and care about younger ones and take their responsibilities very seriously.
- Children in the Reception class enjoy the activities on offer very much. They develop good social skills that provide secure foundations for future development.
- The school is a welcoming, friendly place and has a strong sense of community. Pupils show respect and courtesy towards each other. They enjoy working in pairs or small groups because they can learn from each other as they talk over their work together.
- Breakfast club provides a good start to the day. Pupils of all ages like joining together with their friends from other classes and are punctual at the start of school.
- Relationships are strong and have a positive effect on pupils' learning. Many take responsibility for others, for example, by becoming reading 'buddies' to younger pupils.

- Occasionally, in classes where there are more boys, girls sometimes sit passively and let boys answer all the questions.

### Safety

- The school's work to keep pupils safe and secure is good. Parents say they are very confident that the school keeps their children safe. The school site is secure, staff are rigorously checked prior to appointment and safeguarding information is thorough, reviewed regularly and kept up to date.
- Pupils insist that incidents of bullying or inappropriate behaviour are very rare and when incidents occur they are dealt with swiftly and effectively. The school's records of racism and bullying incidents support pupils' views.
- Pupils understand different kinds of bullying. They say that, if they have concerns, there are several adults who would listen, take their concerns seriously and immediately act upon them.
- Pupils have a good understanding of how to keep themselves safe, including when using computers and the internet. The school provides a good range of information for parents about safety.
- Attendance is rising and is, currently, average. The school monitors attendance rigorously and keeps a very careful check on any unexplained absence. It provides a good level of support for families and individual pupils when needed. As a result, there have been no exclusions in this academic year.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, it has not been effective enough to ensure pupils make good progress in all subjects. In the recent past, pupils have not always reached the levels of which they were capable, particularly in reading and writing. Teachers' expectations of what pupils could achieve were not high enough. Some older pupils have lacked the skills they need to reach the higher levels.
- Weaknesses are clear from evidence of pupils' past and present work. Not all teachers demand enough, particularly with regard to the presentation and accuracy of pupils' written work. In classes most disrupted by changes of teacher, basic skills have not been taught effectively. As a result, for example, pupils attempt more difficult work, yet make basic spelling mistakes which hamper progress.
- The teaching of writing is starting to improve, but some initiatives are too new to have full impact. There has been a whole-school focus on identifying and sharing what good writing involves, which has led to greater consistency in the teaching of writing. However, improvement in writing is at a slower rate than in reading and mathematics because too many pupils are catching up lost ground from past underachievement and teachers do not always demand enough of pupils.
- The school's drive to improve the way in which reading is taught has proved effective. Most pupils are enthusiastic readers at school and at home and the teaching of early reading skills is good. The impact can be seen, for example, in the Year 1 phonics (letters and the sounds they make) screening check in 2014, where results were above the national average. Inspection findings and school information indicate that pupils are achieving well enough for attainment to rise further in the phonics check in 2015.
- In the early years, staff are particularly good at developing children's language and communication skills because they seize on every opportunity to talk with individual children to promote good learning.
- Teachers have strong subject knowledge in mathematics and develop pupils' mathematical thinking and command of vocabulary effectively. Occasionally, however, the most-able pupils do not make as much progress as they could when activities are not demanding enough.
- Where teaching is effective in promoting good learning, teachers plan interesting activities that capture pupils' interest. For example, in a Key Stage 2 mathematics lesson on perimeter, the teacher skilfully guided pupils to the next level, while targeting individual pupils to sort out misunderstandings. The degree

of challenge was high, ensuring that pupils of all abilities made good progress.

- Disabled pupils and those with special educational needs make as much progress as other pupils through helpful individual and small-group work targeted at meeting their needs.
- The quality of marking is much improved this year and applied consistently by all teachers. It usually provides pupils with clear guidance about what they need to do to improve their work. Pupils respond to teachers' comments because they know they will be followed up. However, marking does not have full impact on ensuring pupils' presentation of work and accuracy are consistently good.

### **The achievement of pupils** requires improvement

- Achievement has not been consistently good over time. Until recently, many pupils including the most able did not make sufficient progress in writing and in other subjects for them to reach the higher levels.
- Staffing disruption and long-term absence at senior leadership level temporarily slowed progress and had an adverse effect on the school's ability to move forward.
- Pupils' achievement in writing requires improvement because progress is not consistently good across year groups. It is, rightly, a current school priority for development. In classes where there have been several changes of teacher, pupils have often underachieved. Many older pupils are still catching up lost ground. However, effective additional support for these pupils has ensured a rapid, recent improvement. Nevertheless, some pupils still lack the skills they need to reach the higher levels. Many do not spell accurately and their presentation of work is not consistently good.
- The progress of the most-able pupils requires improvement. Some of these pupils do not give of their best and present written work that is not of a good standard, particularly when not enough is asked of them. Consequently, too few of the most-able pupils reach the higher levels at the end of Key Stages 1 and 2.
- Children enter the Reception class with skills that are broadly typical for their age, although communication and language skills were particularly weak when the current Reception class joined the school. Children make good progress in the early years and an average proportion of them develop the skills and abilities to enable them to achieve a good level of development by the time they enter Year 1.
- In 2014, attainment dipped slightly at the end of Key Stage 1. It was broadly average in reading, writing and mathematics as it has been since the previous inspection.
- Standards by the end of Year 6 vary from year to year because of the small numbers of pupils. In 2014, attainment was broadly average in reading, writing and mathematics and below average in English grammar, punctuation and spelling. A continuing upward trend in mathematics was brought about by good teaching at the end of the key stage. By contrast, attainment in reading remained static and pupils' weak spelling skills led to pupils' low attainment in English grammar. Current performance is more positive, although less so in writing.
- Reading has improved because leaders have made it a much higher priority across the school and pupils of all ages enjoy books. Reading has become a very important part of daily work, with a good level of support from parents for reading at home. Attainment is starting to rise because younger pupils have greater confidence to work out unfamiliar words. Older pupils talk with maturity about their favourite books and authors.
- Achievement in mathematics is accelerating rapidly towards the end of Key Stage 2 because teachers have good subject expertise. Pupils are developing a very mature approach towards mathematics and are acquiring secure calculation and problem-solving skills that equip them well for their secondary education. However, mathematical achievement is not always as strong in other year groups, especially when the most-able pupils are not consistently given demanding work.

- Disabled pupils and those with special educational needs make similar progress to that of other pupils. There is helpful academic and personal support for their individual needs.
- In 2014, there were too few disadvantaged pupils in Year 6 to report their progress and attainment without identifying individuals. Currently, the few pupils eligible for pupil premium funding were seen to be achieving at least in line with others in their classes and the funding was being used effectively in their support.

### **The early years provision** is good

- All groups of children, including disabled children and those with special educational needs, make good progress from their different starting points because teaching is better, overall, than in the main school.
- The leadership and management of the early years provision is good. Leaders have an accurate view of how well children are achieving, monitor the quality of provision carefully and know what needs to be done to improve.
- Adults know children and their families well. They provide an appropriate range of activities that help each child to make good progress in all areas of learning.
- Children love their learning and enjoy working and playing together. They learn to share, wait their turn and listen to instructions.
- Children make good use of the attractive indoor and outdoor learning areas. Teachers and other adults who support children have high expectations of how they should work and behave. As a result, children behave well and develop positive attitudes towards learning that carry forward through the school.
- Routines are well established. Tasks are interesting and purposeful and there is plenty to challenge or extend the learning of the most-able children. Children's 'learning journeys' are of good quality and give valuable insight into each child's progress. They reflect children's good achievement.
- The generous ratio of adults to children ensures that children who need one-to-one support benefit greatly from the additional help. Children quickly gain confidence and self-esteem.
- Parents are encouraged to become involved in their children's education from the start. Links between home and school are strong and parents are rightly convinced that their children are kept safe in school.



## 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>	116787
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	449164

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Beard
<b>Headteacher</b>	Andrew Hackley (Acting Headteacher)
<b>Date of previous school inspection</b>	22 September 2010
<b>Telephone number</b>	01905 640285
<b>Fax number</b>	01905 641923
<b>Email address</b>	office@broadheath.worcs.sch.uk

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