

# Broadacre Primary School

Wawne Road, Bransholme, Hull HU7 5YS

**Inspection dates** 2–3 December 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The school has improved since the last inspection because the headteacher has set, and rigorously monitored, far higher targets for teachers and pupils.
- Pupils' attainment is rising because teaching is consistently good and sometimes outstanding. Assessment is good.
- Pupils achieve well, especially in writing and science. Classrooms are calm and productive places where pupils can work without distraction.
- A good tracking system enables managers to see clearly how much progress pupils are making and who needs more support.
- Pupils progress well in a wide range of subjects and benefit from a good selection of extra-curricular activities.
- Effective provision for disabled pupils and those with special educational needs enables them to achieve well.
- Good arrangements for pupils' health, safety and welfare provide effective support for all groups of pupils, especially those who are disadvantaged.
- Pupils are keen to learn. They behave well in response to the high expectations of their teachers and classroom assistants.
- The well-led and managed early years setting enables the school's youngest pupils to achieve well and get off to a good start in their education.
- The headteacher, governors and managers at all levels are effective in ensuring that teaching and pupils' achievement continue to improve.

### It is not yet an outstanding school because

- There is still scope for targets for pupils to be set higher and for teaching to improve to enable pupils to make outstanding rather than good progress, especially in reading and mathematics.
- Governors and managers have not ensured that the school website provides parents and carers with all of the required information about the school curriculum.

## Full report

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

- Raise pupils' achievement, so it is outstanding, by ensuring that:
  - targets for pupils' progress are lifted to considerably higher levels than those currently set
  - pupils benefit from high-quality, rather than good, teaching in mathematics and reading to enable them to at least match the progress they are currently making in writing.
- Ensure that the school website provides parents and carers with all of the required information about the subjects their children are going to study.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since the 2013 inspection when the school required improvement, the governors, headteacher and her managers have acted quickly to secure better provision for the pupils. Development planning with challenging timescales has been the blueprint for raising the quality of teaching and improving rates of pupils' progress to much higher levels.
- The school has accurate methods for measuring how well it is doing and good procedures for setting targets for further improvement. The senior team, middle managers and more junior staff work very effectively together to ensure that attainment rises and teaching continues to develop and improve. There is no complacency in this school and staff morale is excellent.
- A very strong feature underpinning the improvements in academic standards is the system for collecting data on pupils' attainment and progress. Managers track all groups in the school carefully, especially pupils who are disabled or have special educational needs and those who are disadvantaged. When they discover slippage in relation to the targets they set for individuals and groups of pupils, they provide extra tuition so the pupils in question can catch up.
- The management of teaching is effective. Lesson observations lead to suggestions for improvement so the pace of learning continues to rise. Performance management arrangements are robust and effective.
- Strong promotion of equal opportunities means that all groups of pupils make good overall progress, although it is more rapid in writing and science than in the other areas of the curriculum. Good use of pupil premium funding means that gaps in performance between disadvantaged pupils and others continue to close.
- Good provision for pupils' spiritual, moral, social and cultural development is carefully planned into the curriculum, which is wide ranging and carefully develops pupils' skills and knowledge as they move from one year group to another. It provides a secure platform for pupils to transfer to the next stage of their education.
- The school's work on preparation for life in modern Britain enables pupils to speak at length about different faiths and democracy. However, there is still scope to include more detail on the cultures that make up Britain, what they are and where they tend to be located.
- Good utilisation of the primary school sport and physical education funding provides many opportunities for pupils to become involved in different sporting activities such as tennis, badminton and cricket, often with a specialist. A wide range of extra-curricular activities helps pupils to develop maturity and confidence.
- Questionnaire returns confirm that the school has a very productive relationship with parents. They are pleased with the progress that their children are making, both personally and academically. Good-quality guidance means that pupils are ready and eager to transfer to secondary school at the end of Year 6.
- Although it is informative and gives parents a good idea of what the school is like, the website does not fully meet requirements. It does not currently include the required information for parents about what their children will learn each year in each of the subjects that they study.
- The school enjoys a productive relationship with local authority officers who provide challenge and guidance as the school improves.
- **The governance of the school**
  - The governors are an effective group. They understand pupils' progress data compared with the national picture and know that attainment in writing is stronger than in mathematics or reading. Through their meetings with school managers they probe and challenge when they believe that still more can be done. In many cases they are able to make valuable suggestions on how to improve provision.
  - Governors have a system for visiting the school on a rotational basis to check at first hand the quality of provision and the progress that pupils are making. They ensure that performance management arrangements are effective and that any salary progressions are fully merited. They know how the school uses its pupil premium funding and understand the way that it is enabling disadvantaged pupils to close the gap in attainment with their peers.
- The arrangements for safeguarding are effective because there are good systems in place, which members of staff implement correctly. If managers have any concerns about pupils' safety or welfare they always contact parents to discuss them so that extra support can be provided if necessary.

## Quality of teaching, learning and assessment is good

- Since the previous inspection, school managers at all levels have made every effort to ensure that the quality of teaching continues to rise. The success of their work is clearly reflected in the much improved levels of attainment in all year groups.
- Good assessment procedures show teachers how quickly pupils are making progress in the subjects that they study, especially reading, writing and mathematics. Managers quickly identify any pupils who are not making at least expected progress and put interventions in place to enable them to catch up. Effective marking of pupils' work clearly identifies what they have done well and what they need to do to improve.
- Scrutiny of pupils' most recent work shows that teaching has been consistently good for at least the past year. Pupils say that teaching is good, that they get plenty of help and they enjoy their lessons because they are challenging and interesting. They can all point to good progress in several subjects and what they have recently learnt.
- In class, teachers use the skills of their classroom assistants well, especially in the provision of extra help and guidance for lower-ability pupils and those who are disabled or who have special educational needs. Good planning means that time is used well and lessons cater well for pupils of all levels of ability. Teachers explain tasks clearly so pupils always know what is expected of them.
- Good questioning of pupils quickly identifies any gaps in understanding and where further consolidation of learning is necessary. Regular homework, especially for the older pupils, enables them to further develop their understanding of topics they have studied in lessons.
- The teaching of writing is particularly successful because teachers are very skilled in using a variety of techniques to develop pupils' competence in it. They take every conceivable opportunity to develop pupils' writing for a variety of audiences in other subjects such as history and science.
- A similar system for integrating mathematical problem solving into other subjects is successful in enabling pupils to understand how to use their numerical skills to solve problems. However, the teaching of mathematics and also reading, although good, is not yet propelling pupils to the levels that they reach in writing.
- Very occasionally, in some mathematics lessons, the pace of learning is too rapid for some of the lower-ability pupils who then need extra help to catch up because they have not fully mastered topics being studied.
- In a few lessons, there is still scope for teachers to further develop pupils' knowledge and deepen their understanding through giving them more opportunity to choose topics to study for themselves and carry out research work.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils become more confident as they move through the school because teachers and their assistants are effective in ensuring that they are successful in their studies and personal development, even if they are of lower ability or disabled or have special educational needs. For example, by the end of Year 6, the school's weakest readers are confident to read aloud to visitors.
- Participation in a wide range of extra-curricular activities, often provided through effective use of primary sport funding, is a strong feature in pupils' personal development. Learning to play a musical instrument enables pupils to gain in confidence too. For example, it is uplifting to observe disadvantaged pupils and pupils with special educational needs working seamlessly with other pupils in a group in reaching a good level of competence in violin playing.
- Pupils feel perfectly safe in school. They say that there is very little poor conduct or bullying. The school's records confirm this positive view. Pupils say that if they encounter any problems of this type they would be completely confident that the adults in school would sort things out.
- Pupils understand how to keep themselves safe because the school ensures that they understand potential threats to their welfare, such as the internet if used unwisely, lifts offered by strangers and potential dangers posed by railways, roads and water.
- Strong spiritual, moral, social and cultural development means that pupils have every opportunity to develop into mature and sensible citizens who understand right and wrong.

## Behaviour

- The behaviour of pupils is good.
- From Nursery and Reception right through to Year 6, pupils conduct themselves well when they are in class, socialising at break and lunchtime, and moving around the school. They are polite and naturally helpful and inquisitive.
- Pupils very quickly develop good attitudes to learning and relate well to teachers and their assistants, especially in class where they are keen to ask for help and guidance if they are unsure. They play their part in ensuring that the school is a welcoming and happy place. They are proud of it. From an early age they learn to take turns in answering in class and when taking part in activities involving working in pairs and groups. When they are working, they can sustain concentration for long periods without interruption. Only very occasionally do they become disengaged in classroom activities.
- Pupils' attendance has improved to broadly average levels while persistent absence has fallen sharply because the school has emphasised strongly to parents and carers the importance of education for every child's future career.

## Outcomes for pupils

## are good

- There have been considerable improvements in attainment and achievement since the time of the previous inspection. Pupils are now working at higher levels than previously from the early years through to Year 6. Year 2 assessments and Year 6 test results have risen to above average.
- Year 6 national test results in 2014 were a great improvement on the previous year and reflected the good progress that pupils had made. In 2014, results were above average overall, average in writing and mathematics and above average in reading. In 2015, as yet unvalidated results show a similar picture. They were above average overall, average in reading and mathematics and above average in writing.
- All groups of pupils currently in school, including the most able, those of lower ability, disadvantaged pupils and those who are disabled or have special educational needs are making good progress, particularly in writing where attainment is consistently above average for their ages.
- In 2014, disadvantaged pupils in Year 6 were a term behind other pupils in the school in mathematics and writing and over two terms in reading. Compared with other pupils nationally, the gaps were half a term in mathematics and two terms in reading. There was no significant gap in writing.
- In 2015, the gaps closed considerably. Compared with other pupils in the school, the deficits reduced to half a term in mathematics, and less than a term in writing. There was no significant gap in reading. Compared with other pupils nationally, the gaps were a term in mathematics, half a term in reading and zero in writing.
- Typically, children enter Nursery with stages of development that are below average. They make good progress in the early years to enable average proportions to enter Year 1 with a good level of development. However, fewer than average transfer with higher levels than that. In the last two years, the Year 1 phonics test results were below average but pupils had caught up by Year 2 when their end of year assessments rose to above average for the second successive year.
- Throughout the school, pupils' written work is impressive. It is extensive, well presented and often of high quality. Written work in science is particularly good. All pupils, including the least able, really take a pride in their work. Lower-ability pupils make considerable academic gains as they move through the school to the extent that even the weakest readers in Year 6 are almost at an expected level for their ages.
- The school takes great care to ensure that its disabled pupils and those with special educational needs also make good progress. Their work is checked frequently and rigorously to ensure that they are meeting the targets in their individual education plans. This applies equally to the small number of pupils who have English as a second language.
- By the end of Year 6, pupils have the skills necessary to transfer to secondary school. They read fluently, comprehension is good, and they can write at length to a good standard.

## Early years provision

is good

- Children make a very positive start to their education and achieve well in Nursery and Reception. They soon get used to the expectations of teachers and their assistants in terms of behaving well, taking turns and following routines in the classrooms and outside.
- They progress well in response to good teaching and have the opportunity to choose from a wide range of activities indoors and outside through the very good provision of interesting and compelling resources. A good balance of adult-led activities and free choice enables children to develop skills, understanding and confidence quickly.
- Children relate very well to the adults who work with them and trust them. They look forward to coming to school and really enjoy the activities that the staff prepare for them. They are proud of their work and keen to show it to visitors.
- Children's level of development on entry to Nursery is below average but they soon make good progress in response to consistently good and frequently very imaginative teaching. The good progress is maintained across the whole of the early years setting and enables average proportions of children to join Year 1 with a good level of development. However, fewer children than average reach the end of Reception with higher levels, particularly in writing, mathematics and technology.
- Good relationships with parents mean that the school keeps them well informed about their children's progress and the activities provided for them. Workshops and 'play and stay' days all help them to understand how the early years setting operates and what their children are expected to achieve.
- Leadership and management are good. The recently appointed early years leader has already made an impact by improving resources in the outside areas and further raising expectations of what children can achieve. Effective use of additional funding for disadvantaged children helps them to narrow gaps between their development and that of their peers.
- Good welfare arrangements mean that children have plenty of support when they need it. All members of staff are keen to ensure that everything possible is done to ensure that children from all backgrounds make a really good start in their education. Good assessment procedures mean that staff know how quickly children are progressing and who needs further support.

## School details

<b>Unique reference number</b>	117913
<b>Local authority</b>	Kingston upon Hull City Council
<b>Inspection number</b>	10002122

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Bushell
<b>Headteacher</b>	Lisa Staines
<b>Telephone number</b>	01482 833033
<b>Website</b>	<a href="http://broadacre.co.uk/">broadacre.co.uk/</a>
<b>Email address</b>	<a href="mailto:admin@broadacre.hull.sch.uk">admin@broadacre.hull.sch.uk</a>
<b>Date of previous inspection</b>	4–5 December 2013

## Information about this school

- Broadacre Primary School is larger than the average-sized primary school.
- Most pupils are White British.
- A small proportion of pupils have English as their second language.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils, those supported through pupil premium, is above the national average. The pupil premium funding is additional funding for pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The school provides a breakfast club that is managed by the governing body.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed 26 lessons, including six jointly with the headteacher and senior staff. They looked at a wide range of pupils' written work, especially in English, mathematics, science and topic work.
- Pupils were observed at breakfast club and during breaks and lunchtimes.
- Inspectors held meetings with the headteacher, the deputy headteacher, middle managers, the special needs coordinator, the leader of the early years provision, groups of pupils, representatives of the governing body and a local authority officer.
- They looked at a wide range of documents, including the school's review of its performance, improvement planning, records of pupils' progress, safeguarding procedures and incident logs.
- The views of parents and carers, pupils and staff were considered carefully by taking account of 17 responses to the online Parent View questionnaire and 97 responses to a school parental questionnaire. Inspectors also took account of 17 responses to the staff questionnaire and a large number of responses to pupil questionnaires previously organised by the school.

## Inspection team

John Paddick, lead inspector	Ofsted Inspector
Donald Parker	Ofsted Inspector
Susan Twaits	Ofsted Inspector



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