

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



21 April 2016

Andrew Hackley
Broadheath CofE Primary School
Sailor's Bank
Lower Broadheath
Worcester
Worcestershire
WR2 6QT

Dear Mr Hackley

Requires improvement: monitoring inspection visit to Broadheath CofE Primary School

Following my visit to your school on 13 April 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school.

The school should take further action to:

- focus on and evaluate the progress made by different groups of pupils when leaders undertake book trawls
- track the progress of the most-able pupils in reading, writing and mathematics
- promote British values within the curriculum so that pupils have a secure understanding of these
- ensure that the school's website is published for parents as soon as possible so that they have access to the statutory information required.

Evidence

During the inspection, meetings were held with the headteacher, middle leaders, members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. The school development plan was evaluated. Brief visits were made to all classrooms to observe teaching and talk to pupils about their work. Samples of pupils' books were also looked at. A range of documentation was reviewed including monitoring records about the quality of teaching, records of local authority visits, the latest information about pupils' achievement and records relating to safeguarding.

Context

Since the previous inspection you have been appointed as permanent headteacher, having previously been acting headteacher for 12 months. You currently do not have a deputy headteacher but you are supported by two middle leaders who oversee key stages 1 and 2 and English and mathematics. One new classteacher has been appointed in key stage 2 since the previous inspection. The onsite pre-school, which has children aged between 2 and 4 years old and is managed by governors, is no longer registered separately and will therefore be inspected as part of the school at the next full inspection.

Main findings

You and the governing body have responded well to the recommendations made in the previous inspection report. You have used the areas identified as a basis for your school development plan. Clear objectives are set out and linked to appropriate actions. These actions are evaluated on an ongoing basis to show how effective they are. Training, resources and timescales are suitably matched to objectives to ensure that these are achieved.

Teaching is improving. Relationships in all classes are good and we observed pupils' positive attitudes to learning during our visits to all classrooms. Teachers circulate and check pupils' understanding in most, but not all, classes. Pace and progression are strongest in the pre-school, Reception class and upper key stage 2 where pupils are encouraged to solve problems and apply a range of skills. For example, pupils in Years 5 and 6 used measuring skills, together with mental and written multiplication methods, to find the volume of different containers. However, the level of challenge remains too low in some classes and this impedes the progress made by pupils, especially the most able. For example, pupils in Year 1 were asked to find 'one more or one less' than a given number when evidence in their books shows that they can add and subtract larger numbers and the most-able pupils can use simple multiplication and division methods. Challenge for the most-able pupils therefore continues to be an area for development.

Together with middle leaders and governors, you have visited other schools to gather ideas to inform your own practice. Staff have received training from the Cotswold Teaching Alliance, local schools' cluster and local authority. This has strengthened leadership and the quality of teaching. For example, middle leaders now routinely question pupils about their learning and gather their views as part of the monitoring process. While some of your most experienced teachers have modelled lessons for other colleagues, this practice is not widespread. You acknowledge that this aspect needs further development but plan to develop this with your leadership team.

You have prioritised writing within your school development plan and raised expectations across the school. Training for staff by the local authority has ensured that staff have a clear understanding of the writing process. As a result, the structure and content of pupils' writing is improving together with staff and pupils' use of technical vocabulary; for example, pupils can explain what adverbial clauses and conjunctions are. Work in pupils' books and school's own information shows that the majority of pupils are working at age-related standards in writing and making at least expected progress. You agree that there is still, however, room for improvement, especially for the most-able pupils so that they achieve their true potential. The level of challenge, quality and amount of work produced therefore needs further development.

Due attention has also been placed on pupils' use of grammar, punctuation and spelling. 'Writing hands' are displayed in all classrooms, on desks and in pupils' books to remind them of the key features needed within their work. These contain reminders about the use of age-appropriate spelling and punctuation and neat handwriting. Standardised spelling tests have been administered and a new spelling scheme purchased in order to improve pupils' spelling strategies. Spelling lists, personalised to individuals, are sent home for pupils to learn, and teachers also address commonly misspelled words when marking pupils' books. Additional support and intervention programmes are in place, together with a subscription to an online spelling and grammar programme, to support pupils who find writing difficult. As a result of all of these initiatives, pupils' spelling, grammar and punctuation are improving. All workbooks, except some homework books in key stage 2, are well presented. The handwriting policy has been reviewed and pupils in all classes have the opportunity to earn 'pen licences' when they demonstrate a neat and cursive handwriting style. Books checked and visits to lessons show that there is good impact in this area and pupils are proud of their work.

You have successfully introduced a new assessment tracking system following the removal of national curriculum levels. You utilise the data collected to identify where additional support is needed. Intervention programmes for those falling behind, 'purple pupils', are then implemented. Data is summarised by subject, year group and pupil group, including boys, girls, disadvantaged pupils and those who do not speak English or who have special educational needs. The progress of the most-able pupils is not yet, however, tracked and needs inclusion.

You have continued to carry out regular checks on the quality of teaching with your leadership team and governors. You visit classrooms and check work in pupils' books. However, reports checked during my visit show that leaders do not place enough emphasis on the progress made by pupils over time, including those who are most able, disadvantaged or who have special educational needs.

Governors are effective, highly committed and continue to strive for whole-school improvement. They visit school and keep a careful check on the progress made toward the key issues by matching their findings against the school development priorities. Governors report that they now understand the school's data as it is presented more comprehensively. They have undertaken training with staff and within the cluster to ensure that they have the skills and knowledge needed to fulfil their roles effectively. Governors acknowledge that there is an urgent need to upload their new school website so that parents have access to statutory information. The website has been delayed due to commercial problems but is near to completion and should be ready for upload in the near future.

Pupils behave well in lessons and around school. They say that behaviour is good and that adults deal promptly with any problems reported. Pupils have a good understanding of Christian values as these are strongly promoted as part of their spiritual, moral, social and cultural development. Their knowledge of British values is, however, less well developed and needs addressing. Pupils know how to keep themselves safe, including when using the internet.

External support

The local authority has provided effective support to staff and school leaders. It has carried out robust and regular 'project board' meetings to challenge leaders, including governors, hold them to account and check on progress made since the previous inspection. It has provided training for staff to help improve the quality of teaching in English and raise outcomes in writing. A new adviser has recently been appointed to work alongside and support the school. He has already begun to form an accurate view of the school and areas for improvement.

I am copying this letter to the chair of the governing body, the director of education for the diocese of Worcester and the director of children's services for Worcestershire. This letter will be published on the Ofsted website.

Yours sincerely

Heather Simpson
Her Majesty's Inspector