

Broom Cottages Primary & Nursery School

Broom Road, Ferryhill, County Durham DL17 8AN

Inspection dates

5–6 October 2016

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' understanding of the strengths and weaknesses of the school is incomplete and improvement planning does not focus with enough clarity on the correct priorities.
- Although leaders monitor the quality of teaching and learning, staff are not always guided with precision on how to improve and develop their practice.
- Leaders and governors use pupil premium money to improve outcomes for disadvantaged pupils. The impact of spending, though, is not yet fully evaluated.
- Leaders have put interventions in place to help pupils catch up. The extent to which these are successful, however, is not wholly examined.
- Leaders have taken action to improve attendance but the proportion of pupils regularly absent from school remains too high.
- Governors do not probe the weaker aspects of the school's work with the necessary depth so that leaders are not fully supported or held accountable for outcomes.
- The quality of teaching and learning varies. The most able pupils are not always sufficiently challenged. At times, others do not get the support needed.
- Teaching in the early years is not yet consistently good. The strong gains that children make in Nursery are not built upon rapidly in Reception.
- Pupils' outcomes are too variable across classes and between groups.
- Pupils do not write at length or read frequently enough. As a result, these basic skills develop more slowly and access to the wider curriculum is inhibited.

The school has the following strengths

- Leaders have successfully created a positive and welcoming ethos. British values are actively promoted by the curriculum.
- Pupils are polite and respectful. They conduct themselves well in and around the school. Happy, friendly smiles abound.
- The teaching and learning of letters and the sounds they make is improving over time. More pupils are meeting the expected standard in the phonics check.
- Early years staff have created a safe and attractive learning environment. Children in the nursery make good progress.

Full report

What does the school need to do to improve further?

- Improve the impact and effectiveness of governors and leaders at all levels by:
 - analysing the work of the school with greater accuracy to devise improvement plans that focus precisely on the key priorities
 - monitoring the quality of teaching and learning with more consistency
 - identifying barriers and evaluating the specific needs of disadvantaged pupils to fully inform spending plans
 - measuring thoroughly the effectiveness of intervention work across the school
 - tackling issues of attendance and punctuality with unfailing persistence
- Raise the quality of teaching and learning, across key stages, by:
 - planning more carefully for the needs of all groups of pupils, fully capitalising on existing skills and capabilities
 - eliminating differences in performance between groups of pupils, in particular boys, disadvantaged pupils and pupils who have special educational needs and/or disabilities
 - inspiring the most able pupils including the most able disadvantaged to excel by offering higher expectations and greater challenge
 - making sure pupils in all key stages read a rich variety of books regularly
 - building on the strong start that Nursery pupils receive as they move into the Reception class and through the school.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have do not have a detailed understanding of the school's performance. A plethora of information is gathered about the performance of pupils for example, but quantity rather than quality of information hampers analysis.
- Senior leaders scrutinise school information regularly but not enough attention has been paid to outcomes for different groups of pupils. As a result, differences in performance are not being addressed quickly enough.
- Senior leaders' strategic improvement planning does not focus sufficiently on the key priorities. Plans are too general. The detail of how, when and by whom issues will be addressed is not captured with sufficient clarity.
- Governors and senior leaders have performance management systems in place but these are not yet sharp enough. Teaching assistants do not currently have regular opportunities to discuss their performance with leaders.
- Some leaders are not checking the quality of teaching and learning with enough rigour and consistency. While monitoring actions are undertaken by leaders, staff are not given a really clear picture of how they can develop and improve their practice further.
- Leaders are not measuring carefully the extent to which interventions are addressing pupils' barriers to learning. While these have been set up to support pupils from all key stages, it is not completely clear whether these are the most effective way to help pupils improve.
- Leaders have put actions in place to improve attendance but the proportion of pupils who are regularly absent from school is still too high. Overall attendance has not improved sufficiently since the previous inspection.
- The headteacher has successfully created a positive and welcoming ethos where families feel welcome and pupils feel secure. Parents are confident that their child is well looked after and happy. Many parents commented positively upon the manner in which school has been supportive of them and the approachability of staff. One pupil's view clearly captured the view of many: 'I wouldn't change my school for the world.'
- Leaders use the primary sports funding well to develop teachers' skills and to provide a range of sporting and physical opportunities for pupils. Pupils particularly enjoy the dodgeball, cross-country and 'fit-for-fun' extra-curricular clubs. Staff benefit from the expertise of visiting specialists to support and improve their own practice in teaching physical education.
- Leaders have successfully threaded British values through the curriculum. Pupils talk confidently about the cultures and beliefs of others, they learn about democratic processes as they write applications or vote for pupil councillors and they have frank discussions with staff about the need for rules and laws. Visitors enrich this aspect of the school's work and contribute further to pupils' social and spiritual development.

Governance of the school

- Governors do not always delve deeply enough into the reasons behind the weaker aspects of the school's performance. Governors ask some challenging questions but too often agree with leaders that because actions have been taken, improvement is guaranteed.

- Governors bring a variety of skills and expertise to the school, including educational experience. These have been put to good effect in managing some of the financial aspects of the school's work.
- The governing body meet regularly and visit school to gain first-hand information. Staff and pupils feel well supported by governors and know governors well.

Safeguarding

- The arrangements for safeguarding are effective. Staff induction processes include reading and tasks linked to the most up-to-date child protection and safeguarding information. Questions asked at interview seek to make sure that candidates know and understand the key principles. As a result, all staff, including those new to school, have a good understanding of how to protect pupils and keep them safe. Staff know how, and to whom, any concerns they may have should be referred.
- The safety and welfare needs of pupils are vitally important to staff across the school. Close links are forged with external agencies to ensure that pupils and families get the help they need. Several parents expressed positive views of the lengths staff would go to in order to support them, feeling this often went 'above and beyond' expectations.
- Appropriate filters are put in place to ensure that pupils and staff are kept safe online and risks are minimised. Pupils talk knowledgeably about the benefits and risks of technology and they feel confident that staff will respond promptly to address any concerns or issues.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is variable. Assessment is not consistently used to good effect to ensure that pupils' existing skills and abilities are built upon. This results in some pupils practising things they already know and can do, while others fail to get the support they need. Rates of progress and depth of learning for some pupils are limited.
- The most able pupils, including the most able disadvantaged, are insufficiently tasked to take charge of their learning and 'fly'. Teachers' expectations are not always high enough. As a result, outcomes for some pupils are not indicative of their abilities.
- Not all teachers make the very best use of time. Pupils sometimes have to wait for further direction or guidance when tasks are completed or support is needed. Lack of timely intervention and feedback when this happens means that progress slows.
- Not all teaching staff read frequently enough with pupils. Although adults in all classes read books aloud to pupils, the frequency with which pupils read to adults varies. Progress and achievement in reading, particularly for boys, is a key area for development.
- Though variable, some teachers use questioning effectively to promote learning. Tasks and concepts are explained clearly and succinctly for pupils. This means that pupils know precisely what is expected and they pick up new learning quickly.
- The teaching of phonics in Year 1 is a growing strength of the school. Teachers articulate sounds clearly and insist that pupils do too. This is beginning to support some pupils to make more rapid progress in reading and writing.
- Teachers are applying the school's marking policy with improved consistency in their

written responses to pupils' work in books. The extent to which pupils respond and use written comments to further their learning continues to develop.

- Teaching staff have created classroom environments that are stimulating and well organised. Pupils' work is attractively displayed and materials can be accessed easily. These bright, welcoming spaces are conducive to instilling pride and confidence in pupils.
- Staff treat pupils with courtesy and respect. Poor behaviours or attitudes are not tolerated. This means the ethos in classrooms is positive and conditions for learning are developed effectively.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are full of pride for their school and take pleasure in sharing its strengths with visitors. They are particularly proud of the charitable work that they regularly undertake, and can explain clearly why it is important to them and others.
- British values are threaded through the school's curriculum. Tolerant and respectful attitudes are modelled by adults and instilled in pupils. Democracy is embodied by the pupil council, as each member is voted on to represent the views of others. Pupils use 'themes' to explore the need for laws and rules.
- Pupils talk knowledgeably about the benefits and risks of being online. Regular e-safety assemblies, discussions and updates take place. Parents are offered workshops that heighten awareness of the potential hazards of technology and encourage adults to consider the supervision and protection of children.
- Pupils understand the different forms that bullying may take. They show empathy and tolerance for others and report any instances of poorer behaviour to an adult. They say that occasionally bullying happens but have complete faith in teachers and other staff to deal with it promptly and fairly.

Behaviour

- The behaviour of pupils requires improvement. Overall attendance has not improved over time and the proportions of pupils who are regularly absent from school are too high. Disadvantaged pupils are particularly likely to be adversely affected by persistent bouts of absence. This hampers pupils' chances of educational success.
- Learning is sometimes interrupted by pupils. Noise levels rise while attention and engagement wane. This happens when work is not effectively meeting their needs or interests. Pupils are, however, quickly and easily redirected by adults.
- Pupils' conduct is a strength of the school. Good manners and consideration for each other and adults is evident. Pupils move sensibly in and around the school and any occasional overexuberance is managed appropriately.

Outcomes for pupils

Requires improvement

- The proportion of pupils reaching the expected standard in reading, writing and mathematics combined in 2016 was below average, although pupils' progress from their starting points was similar to that found nationally.

- The most able pupils, including the most able disadvantaged, are not always challenged and supported to excel across subjects. In 2016 in key stage 1, the overall proportion of pupils reaching a greater depth in subjects was below national averages. In key stage 2, no pupils exceeded age-related expectations to reach a high score in reading.
- Attainment in key stage 1 has improved over time. Overall, the proportion of pupils reaching age-related expectations sits broadly in line with the national average in all subjects.
- The proportion of pupils reaching the expected standard in the Year 1 phonics check is also improving steadily over time. In 2016, 81% of disadvantaged pupils reached the expected standard. This was a particular success, matching other pupils nationally. Outcomes for pupils who have special educational needs and/or disabilities, though improving over time, remained lower than others.
- Not all pupils read frequently enough. Some pupils told inspectors that they do not read regularly with adults in school. Reading records confirmed this. As a result, outcomes in reading are not improving with enough urgency.
- There are differences in the attainment of disadvantaged pupils and others in the school. In key stage 1, there has been a steady diminishing of differences in attainment overall and within writing particularly. In key stage 2, however, variations in attainment remain across subjects and classes.
- The proportion of pupils who get additional support for their special educational needs and/or disabilities is considerably higher than national. By the time they reach key stage 2, differences between this group and others show a reduction in all subjects.
- The school's own assessment information shows that progress for current pupils is improving. More pupils are reaching a good level of development in the early years and outcomes in key stage 1 continue to rise across subjects. Work in pupils' books across key stages also confirms a steadily improving picture.

Early years provision

Requires improvement

- Leaders have not instilled high enough expectations in the early years. Too much weight is given to children's barriers rather than devising successful ways of rapidly addressing these in Reception as well as Nursery.
- Teaching is variable in the early years. Time is not always used to good effect. Children at times practise things they already know and can do. The most able children, especially, too often tread water rather than progress rapidly.
- Progress slows for children as they enter the Reception class in the autumn term. A lack of urgency to instil basic skills in children from the outset means that progress is too slow, particularly in reading. Therefore, not all children are well prepared for the demands of the key stage 1 curriculum as they move into Year 1.
- Although still below national averages, the proportion of pupils reaching a good overall level of development by the time they leave the early years is improving steadily over time. However, the performance of boys, while rising, remains below others nationally. In 2016, 45% of boys reached a good level of development compared to 72% of girls.
- From below typical starting points, most pupils make strong progress in the Nursery. Teaching staff immediately tackle barriers to learning, such as speech and language

difficulties, in a consistent and concerted manner. This means that most children are prepared effectively for the Reception class.

- Early years staff have created a stimulating and attractive environment both indoors and outside. A wide range of good-quality resources are enjoyed by all. Children play happily and feel confident to explore the array of opportunities that have been provided.
- All staff are appropriately mindful of the need to protect children and keep them safe. They have vigilant attitudes and are attentive to children's welfare needs. Social, physical and emotional needs are catered for effectively. Parents are highly appreciative of the quality of care their children receive.
- Children in the early years behave well. They listen carefully to adults and play sensibly with and alongside each other. They move through this large school with the support of watchful adults in a confident and orderly manner.

School details

Unique reference number	114096
Local authority	Durham
Inspection number	10000589

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Mrs Susan Whitehead
Headteacher	Mr Sean Kavanagh
Telephone number	01740651363
Website	www.broomcottages-pri.durham.sch.uk
Email address	broomcottages@durhamlearning.net
Date of previous inspection	28–29 September 2011

Information about this school

- The school does not meet requirements on the publication of information about special educational needs, pupil premium funding and the funding for sport and physical education on its website.
- This is a larger than average primary school housed over two floors.
- The proportion of pupils who receive additional support for special educational needs and/or disabilities is above average but the proportion of pupils with a statement of special educational needs and/or disabilities or an education, health and care plan is below average.
- The proportion of pupils who are supported by the pupil premium is higher than the national average.
- The large majority of pupils are of White British heritage.

Information about this inspection

- Inspectors observed teaching and learning across classes and key stages. During day one of the inspection all observations were conducted jointly by the lead inspector and the headteacher.
- Meetings were held with teaching assistants and teachers, subject and phase leaders, as well as with the senior leadership team. Inspectors also met with governors, including the chair of the governing body, a representative from the local authority and several groups of pupils.
- Inspectors listened to pupils read, scrutinised their work and talked with pupils informally during breaktimes. The views of pupils were also considered during more formal discussions with inspectors.
- There were no responses to the staff or pupil questionnaires issued by Ofsted.
- A wide range of the school's own information and documentation was studied, including the school's self-evaluation, improvement plans and records of the checks made on teaching and learning. Information about the performance management of staff and safeguarding practices were also examined, alongside policy documents.
- The opinions of staff were taken into account via their responses to Ofsted's questionnaire and through formal and informal discussions.
- The views of 10 parents expressed in the Ofsted questionnaire, Parent View, were considered, along with a small number of parents' comments offered via free text and through discussion with inspectors at the start and end of the school day.

Inspection team

Fiona Manuel, Lead inspector	Her Majesty's Inspector
Andy Jones	Ofsted Inspector
Karen Holmes	Ofsted Inspector
Adrian Francis	Ofsted Inspector

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