

Broadway First School

Lime Tree Avenue, Broadway, Worcestershire WR12 7BD

Inspection dates

13–14 December 2016

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 headteacher, leaders and governors have successfully improved the school since the last inspection. They have worked effectively to improve teaching and learning, which are now good.
- Leaders have a shared ambition for raising standards and a clear view of what the school does well and what it needs to improve. Governors are effective in holding leaders to account.
- Middle leaders have developed their roles well so that they make effective contributions to school improvement.
- Pupils' progress has improved since the previous inspection so that overall pupils achieve well during their time in school.
- Pupils who are disadvantaged or have special educational needs and/or disabilities make good progress from their starting points.
- Parents and carers are supportive of the school and feel that their children are looked after, safe and happy. School leaders and staff fully implement safeguarding procedures to keep pupils safe.
- Effective teaching ensures that pupils understand how to improve this work and this enhances their progress.
- Pupils' personal development and behaviour are good. Pupils are kind, friendly and respectful to others. Their attitudes to learning are positive.
- Pupils' spiritual, moral, and social development is good. Provision to extend their cultural development is not as strong and pupils do not have a wide understanding of other cultures.
- The quality of provision, teaching and learning in the early years has improved. Children are supported, taught well and make good progress from their starting points.
- Pupils are sometimes capable of being challenged further to increase their progress in foundation subjects.
- Pupils do not consistently apply their mathematics or practise their writing skills in a range of subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by:
 - increasing the progress of pupils by consistently providing challenging work that consolidates and deepens pupils' knowledge, skills and understanding across the curriculum
 - extending opportunities for pupils to apply their mathematics and writing skills, including the use of spelling and grammar, when studying subjects across the curriculum.
- Expand the opportunities for pupils to learn about the wide range of cultures and diverse backgrounds represented in modern British society.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have established a stronger team approach to leading and managing. They have been effective in driving the school forward since the previous inspection. The headteacher and deputy headteacher's efforts to bring improvement have been strongly aided by much improved governance. The school self-evaluation is accurate and leaders have a detailed and accurate view of the school's performance.
- Leaders have successfully tackled areas identified for improvement in the previous inspection. For example, leaders have ensured that teachers identify and support pupils' needs accurately and set clear expectations to ensure that pupils make swift progress in developing their literacy and numeracy skills.
- Middle leaders demonstrate a clear understanding of what needs to be done to improve their areas of responsibility. This is an improvement since the last inspection. Leaders know the strengths and areas for development in the school well and what needs to improve. The priority has been English and mathematics and success has been evident in these subjects. Attention is now turning to all subjects across the curriculum to ensure that there are high expectations of what pupils can achieve and pupils are fully challenged.
- Leaders check the quality of teaching rigorously through observation of lessons, scrutiny of pupils' work and analysis of pupils' outcomes. They hold teachers to account for the outcomes of every individual in the class. Consequently, the latest assessment information shows that most pupils, including those who have special educational needs and/or disabilities, make good progress. Leaders are committed to promoting equality of opportunity for all pupils.
- Teachers have been set targets to improve their performance. This has been effective and used well to hold staff to account. As a result, weak teaching has been eradicated and pupils' progress improved.
- The school uses the pupil premium funding effectively to support disadvantaged pupils. School records show that these pupils do well in relation to their starting points and individual needs. This additional funding is also used successfully to ensure that eligible pupils are included in clubs and play a full part in all aspects of school life.
- Leaders make sure that the sports premium funding is used effectively and its impact monitored. For example, the funding has been used to further improve provision for after school clubs. Staff have also received training from swimming coaches. As a result, they are more confident to teach swimming.
- The curriculum is broad and relevant. It provides a good range of opportunities for pupils to learn well through its varied topic themes which engage and interest pupils. The curriculum is enriched with a range of school clubs, trips out and visitors to the school that nurture pupils' interests and develop their skills well.
- The curriculum, the relationships between adults and pupils and the school's development of values make a good contribution to pupils' social, moral, spiritual and cultural development. During the inspection, pupils were learning about British values. Pupils talked about tolerance, democracy and the rule of law in an assembly and

reflected on the implications for their own lives. Leaders have realised that the development of pupils' knowledge of other cultures, especially in modern Britain, is a priority in view of the limited opportunities, where they live, to come into contact with people from backgrounds different to their own.

- The local authority has challenged and supported the school effectively. Guidance from advisers has proved beneficial, for example in helping to strengthen governance and improve the quality of provision in the early years.

Governance of the school

- Governance is effective. Governors have greatly improved their knowledge of the school in the last year, and are much more confident in challenging leaders, as well as offering full support. Governors have significantly improved the way they fulfil their duties since the previous inspection. They have responded well to the recommendations of the previous inspection.
- Led by a highly effective and dedicated chair of the governing body, the governors have taken part in a wide range of training to broaden their understanding of the school's strengths and priorities for improvement. They have a clear understanding of the roles they undertake.
- Governors are more challenging and ask searching questions of school leaders, including, for example, how school leaders develop good teaching and learning and manage staff performance effectively. As a result, governors now have a good understanding of the school's strengths and weaknesses.
- Governors also use the information they have obtained from school leaders and from their own visits to the school to secure a clear overview of the school's work. This has helped them to play a key role in planning the strategic development of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that keeping pupils safe is given the highest priority and that safeguarding procedures meet the statutory requirements. This includes the dangers posed by extremism and radicalisation. They undertake rigorous checks, including the vetting of staff and assessment of potential risks in and out of school, to keep pupils safe.
- Any concerns about pupils' well-being are carefully recorded and reported to the appropriate agencies when required. Parents are notified of any concerns.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning has improved since the last inspection, when it was found to require improvement. Senior leaders and governors have taken effective action to address any weak teaching. The work in pupils' books and the school's own information show that teaching is now good over time. As a result, pupils are making good progress.
- The best teaching leads to strong progress because teachers have good subject knowledge and are very clear about the next steps in pupils' learning. Leaders are

already working well to secure more of this high-quality teaching throughout the school.

- The work that teachers provide builds well on the work pupils have done in previous lessons. Hence, pupils move on to new work with confidence, having established secure skills or knowledge to tackle new learning effectively.
- The teaching of writing has improved since the last inspection as a result of effective training in this area. Teachers have a good knowledge of the technical aspects of writing and find engaging ways to encourage all pupils, including boys, to write. Pupils' work shows many examples of teachers setting tasks to enable pupils to explore different texts and writing styles. For example, in Year 4 and 5 pupils have explored writing poetry and fiction based on the work of Roald Dahl. As a result, pupils have used imaginative language effectively in their work.
- The teaching of reading and phonics is good. Children are systematically taught how to use sounds to read unfamiliar words. Pupils are enthusiastic about learning to read, including the use of computers and opportunities to extend and share skills with other pupils. The teaching of reading is planned well to meet the needs of pupils. For example, most-able pupils benefit from teaching to develop their comprehension and inference skills and lower-attaining pupils receive tailored teaching to meet their individual needs.
- In mathematics, teachers are successful in enabling pupils to make good progress in developing their calculation skills. Teachers provide opportunities for pupils to develop their mathematical reasoning and solve problems. For example, pupils in Year 2 were discussing pictograms and effective use of questions helped them to use mathematical vocabulary well and explain their understanding.
- Teaching assistants have received training and support. They make a good contribution to pupils' learning. They have a good understanding of how to meet pupils' needs, especially those who have special educational needs or and/or disabilities, or who are disadvantaged. They use this information effectively to offer advice that enables these pupils to make good progress.
- Teachers have become accustomed to the school's arrangements for assessing pupils' progress. They regularly check how well pupils are doing. Teachers use the assessment information effectively and the majority challenge pupils appropriately, including the most able. Through regular meetings with school leaders, teachers identify any pupils in danger of slipping behind and then develop effective strategies to help them catch up quickly.
- Evidence in books shows that although in foundation subjects pupils make good progress, there is some variability in the level of challenge. It is not always as high as seen in English and mathematics.
- Teachers provide opportunities for pupils to apply their writing and mathematical skills in science. However, there is some variation of the promotion of these skills in other subjects and pupils miss chances to practise their basic skills, especially spelling and grammar, and extend their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All parents spoken to and those who responded to the online survey, Parent View, confirmed that they feel their children are well looked after and safe in school.
- Pupils thrive in a happy, caring environment where their welfare and safety are paramount. Pupils are friendly, well-mannered and respectful to visitors, staff and other pupils.
- Pupils say that they feel safe in school and show a good understanding of how to stay safe, including how to keep safe online. They say that there is always an adult they can go and talk to if they are worried.
- Pupils say that bullying is rare. They say that this is quickly dealt with and the school's records confirm this.
- Pupils enjoy their responsibilities in school, such as being council members, and take them seriously, but pupils say they would like more opportunities to undertake positions of responsibility.
- Pupils know the importance of exercise and healthy eating. They take up the opportunities to keep healthy through sporting activities and clubs.

Behaviour

- The behaviour of pupils is good.
- The headteacher leads by example in ensuring that all staff set high expectations of pupils' behaviour and model the respect and consideration for others that they expect to see.
- Pupils, staff and parents agree that behaviour is good in school. The school's records confirm this. Pupils feel that the school's behaviour system is fair and easily understood. They enjoy the rewards, such as points, stickers and certificates, and feel that sanctions are fair. Consistent implementation of this system by staff contributes to pupils' positive behaviour.
- Pupils enjoy lessons and respond well to adults' questions and prompts. They move sensibly between activities in lessons and work well together during group work, carefully considering each other's views.
- Just occasionally, when the pace of work slackens, some younger pupils lose a little concentration.
- Attendance is broadly average. Since the last inspection, a range of strategies has been put in place to reduce the number of pupils who are persistent absentees. The aim has been to help parents understand the impact that attendance has on the progress that pupils make. This has resulted in improved attendance for several pupils.

Outcomes for pupils

Good

- The progress made by pupils is now good, which is an improvement since the time of the last inspection. As a result, pupils are well prepared for their next stage of education.

- In 2016, the results of national assessments showed that the majority of pupils achieved the expected standard in the Year 1 phonics check. Pupils apply their phonics knowledge well to their writing tasks.
- In key stage 1, pupils make good progress from their starting points. In 2016, the proportion of Year 2 pupils reaching the expected standard in reading, writing and mathematics was in line with the national average. In 2016, the proportion of Year 2 pupils reaching the higher standard was above the national average in reading, writing and mathematics.
- The school's current assessment information and work in pupils' books confirms the view that pupils are making good progress from their starting points in reading, writing and mathematics. This is an improvement since the time of the last inspection.
- Pupils write well in English lessons and in a range of styles. However, their writing in other subjects, such as history and geography, does not always follow the same approach and is less developed, including the use of spelling and grammar.
- As a result of careful tracking and effective interventions, disadvantaged pupils make good progress from their starting points. Where attainment is lower than that of other pupils in the school, it has reduced by the time they leave school.
- Pupils who have special educational needs and/or disabilities make good progress. This is because teachers assess their needs early and they are able to swiftly give them an effective programme of support to fill any gaps in their learning.
- The most able pupils are making good progress overall and especially in reading, writing, mathematics and science. However, higher challenge is needed in foundation subjects to enable pupils to make the best possible progress and deepen their learning.

Early years provision

Good

- Leaders have acted swiftly since the time of the last inspection and have been well supported by the local authority to improve provision and leadership of the early years.
- Children in the early years, including the disadvantaged, make good progress from their starting points. While some children start with good early skills, some begin with skills and knowledge that are below those typical for their age. This is especially so in phonics, reading, writing and numbers. Children develop the key skills needed to make a positive start in Year 1.
- In 2015 and 2016, the large majority of children achieved a good level of development.
- Teaching in the early years is good. Well-planned activities stimulate and retain children's, including boys', interest, with an appropriate focus on literacy and writing skills. During the inspection, pupils were observed undertaking a range of exciting writing activities. For example, boys and girls were writing a list for Christmas. Pupils were applying their knowledge of phonics well and writing with enthusiasm.
- Accurate assessment information enables adults to identify where support is needed. Adults record what children have said and done as supporting evidence for their progress and to identify next steps in their learning. Evidence is used to support progress and provide a picture of children's experiences.

- Social and personal skills are developing well and children have settled into their new classes quickly. They know the routines and expectations of behaviour well already.
- Staff in the early years have established good relationships with parents and communicate well with them. Staff ensure that children are given the support they need, including through effective partnerships with external agencies.
- Children are very well looked after in a safe and caring environment. They feel safe and are confident to move around the early years areas trying out new activities such as using the climbing wall.
- Leadership is effective and leaders have an accurate view of the provision, and are keen to improve it further. For example, they have plans in place to accelerate progress for the most able pupils, and to make the outdoor environment as stimulating as the indoor environment.

School details

Unique reference number	116656
Local authority	Worcestershire
Inspection number	10020016

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	First
School category	Community
Age range of pupils	4 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Rachel Clements
Headteacher	Tess Browning
Telephone number	01386 852485
Website	www.broadway.worcs.sch.uk
Email address	office@broadway.worcs.sch.uk
Date of previous inspection	10–11 September 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is smaller than the average-sized first school.
- The very large majority of pupils are from White British backgrounds. Almost all pupils speak English as their first language.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of disadvantaged pupils is below average.
- Pupils are taught in four classes in mixed-age groups and leave to go to a middle school at the end of Year 5.
- Before and after-school care is provided by the school. A children's centre and playschool operate on the school site but are managed separately.

Information about this inspection

- The inspector visited lessons to observe pupils' learning in all classes across the school, several of which were conducted jointly with the headteacher and deputy headteacher.
- The comments on and responses to Ofsted's online questionnaire, Parent View, were considered. The inspector also talked with parents before and during the school day.
- Pupils' work on display and in books was looked at. The headteacher evaluated pupils' books together with the inspector in lessons.
- Regular meetings were held with the headteacher.
- In addition, meetings were held with governors, subject leaders and the early years and special educational needs coordinators.
- A range of school information and documentation was examined that related to behaviour, the curriculum, attendance, school governance, pupils' progress, safeguarding, school improvement planning and evaluation, staff performance management and monitoring.
- The lead inspector had telephone calls with a school improvement adviser and a senior adviser from the local authority.
- The inspector met with pupils formally and informally at breaktimes and in meetings.

Inspection team

Sarah Somers, lead inspector

Ofsted Inspector

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