

# Broadlea Primary School

Newport Road, Lake, Sandown, Isle of Wight PO36 9PE

## Inspection dates

7–8 February 2018

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils in key stage 2 do not make enough progress in reading, writing and mathematics. In 2017, pupils made significantly less progress in these subjects than the national average.
- Over time, too few pupils, particularly those in key stage 2, develop the skills they need to write at an age-appropriate standard.
- Teachers do not support the most able pupils to attain at a high standard in reading, writing and mathematics. As a result, these pupils do not make good progress.
- Pupils' behaviour in class is variable. Disruption in class is rare. However, many pupils do not focus on tasks and become easily distracted.
- Disadvantaged pupils in key stage 2, particularly the most able, are not supported to achieve as well as they should. As a result, the difference in progress and attainment between these pupils and other pupils in the school is widening.
- Leaders set high expectations but have not fully secured the understanding of all staff so that their expectations are met. As a result, teaching is not consistently good.

### The school has the following strengths

- The quality of teaching, learning and assessment in the early years has improved greatly. Children enjoy the lively curriculum, develop strong relationships and achieve well. They are well prepared for Year 1.
- The new leadership team has a clear and ambitious vision for the school. They have challenged teachers to do better and have eradicated inadequate teaching. The school is starting to improve after several years of declining performance.
- Pupils are tolerant and respectful towards those of different genders, ethnicities and sexuality. The work to promote diversity is effective and contributes significantly to the inclusive ethos of the school.
- The curriculum is broad and balanced. Pupils learn a wide and appropriate range of skills which prepare them well for life in modern Britain.

## **Full report**

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

- Improve the quality of teaching, learning and assessment by:
  - increasing the consistency and quality of the teaching of writing
  - raising expectations for the standard of pupils' writing
  - improving teachers' knowledge and understanding of what pupils need to learn in order to reach the higher standards in reading, writing and mathematics
  - ensuring that teachers have a shared understanding of leaders' expectations.
- Improve outcomes by accelerating progress in reading, writing and mathematics, particularly for the most able and the most able disadvantaged pupils.
- Improve pupils' behaviour by supporting them to be successful learners when working without close adult supervision.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leadership and management require improvement because, over time, leaders have not ensured that the quality of teaching or pupils' outcomes are sufficiently high.
- Leaders use a wide range of evidence to evaluate effectively the strengths and weaknesses of the school. They use these to develop detailed plans to improve the school. For example, when leaders noted a decline in mathematics standards in 2017, they quickly revamped the curriculum to provide pupils with further opportunities to solve problems. However, many of these plans are still in their infancy. They have not made enough impact on raising standards.
- Leaders track pupils' performance and challenge teachers to improve progress. They meet with teachers regularly to check how well pupils are performing and link teachers' pay to the progress their pupils make. Disadvantaged pupils in key stage 1 make strong progress. Nevertheless, the difference in progress between disadvantaged key stage 2 pupils and their peers in school continues to widen.
- In a relatively short space of time, the new headteacher has appointed and developed a strong senior leadership team. They have established systems to drive improvement. For example, they regularly check on the quality of teaching and provide useful guidance to help teachers to improve. Inadequate teaching has been challenged and eradicated successfully. However, leaders have not ensured that all staff step up to meet their high expectations. Consequently, the quality of teaching, learning and assessment, while improving, is not consistently good.
- The curriculum is broad and interesting. For example, in science, pupils learned about the James Webb space telescope, discussing the attributes of light and how it can be used to view objects in space. In computing lessons, pupils edited video footage of themselves, adding subtitles, music and narration. Pupils enjoy a wide range of artistic and musical opportunities. The recent diversity week encouraged pupils to think of people from different backgrounds to their own. The celebration of difference is a key strength of the school and the ethos this creates is felt throughout the school community. Pupils are well prepared for life in modern Britain.
- Leaders have a clear understanding of the needs of pupils who have special educational needs (SEN) and/or disabilities. They work with parents and carers, teachers and external agencies to identify pupils' needs and develop plans to remove barriers to pupils' learning. Additional funding is used appropriately to provide adaptations and additional staff where these are required. Pupils who have SEN and/or disabilities make strong progress from their starting points.
- Leaders spend the sport premium funding well to increase pupils' participation in physical activity. Staff receive useful training to improve their teaching and they use this to deliver interesting and lively games lessons and clubs. Rates of pupil participation in sport have risen.

## Governance of the school

- Governors keep a close eye on the performance of pupils. They ask leaders challenging questions about pupils' attainment and the quality of teaching in the school. Governors' evaluations of the school's strengths and weaknesses are accurate.
- Recent additions to the governing body have added much-needed expertise and experience to the group. Governors rightly recognise that, despite recent improvements, the impact of their work has not yet resulted in improved outcomes for pupils. Nevertheless, governors show the drive and ambition to secure further improvement.
- Checks on performance management procedures are robust and accurate. Governors monitor the performance of teachers and, rightly, link their pay to the performance of pupils.

## Safeguarding

- The arrangements for safeguarding are effective.
- Checks on staff are completed before they commence employment. A number of leaders and governors are trained in safer recruitment practices and use their understanding to check that records are well maintained and fit for purpose.
- Staff know the pupils well and use their excellent training to identify and report any concerns they have. When further support is needed, leaders waste no time, working appropriately with external agencies to get families the help they need.
- Pupils know how to keep themselves safe. For example, all pupils learn about online safety and understand how to be responsible digital citizens.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment is not consistently strong across the school. Teachers do not routinely have high enough expectations of what pupils can achieve. Pupils do not consistently use and apply the basics of punctuation and spelling in their reading and writing work. As a result, pupils do not make the progress they are capable of in these subjects.
- Pupils do not show high levels of resilience or motivation in class. Some pupils do not settle to tasks unless an adult is present. Consequently, these pupils become distracted and make poor progress.
- The teaching of mathematics is improving. Teachers offer pupils opportunities to solve problems and apply their calculation skills. Increasingly, pupils are able to reason and explain their thinking in mathematics.
- The most able and most-able disadvantaged pupils are not consistently challenged in class. Teachers do not possess a clear understanding of the skills and knowledge these pupils require to attain at a high standard. As a result, these pupils do not make the progress they are capable of.
- Teachers and teaching assistants have secure subject knowledge in the foundation

subjects. They use this knowledge to create imaginative and well-planned lessons which capture pupils' interests and develop their artistic, musical and scientific skills. Pupils make strong progress in the foundation subjects.

- Pupils who have SEN and/or disabilities are supported well in class. Teachers and support staff plan work which matches these pupils' needs and make sure that their tasks are explained to them. As a result, these pupils make strong progress.

## 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 tolerant and respectful towards each other and adults. They learn about people who have different abilities, religious views and ethnicities to themselves. For example, to celebrate Isle of Wight Pride, pupils dressed in rainbow-coloured clothing and worked with Stonewall to improve their understanding and awareness of the challenges faced by lesbian, gay, bisexual and transgender people. Pupils' respect towards and knowledge of different lifestyle choices add to the positive ethos of the whole school community.
- Pupils make healthy life choices and understand the link between physical exercise and mental health. Many attend after-school sports clubs and appreciate the opportunity to participate in physical activity.
- Pupils are taught to keep themselves safe and to respect the boundaries of others. In sex and relationships education, pupils learn how to look after their own bodies and respect the privacy and personal space of others. Pupils understand and know that forming positive relationships is important for their long-term well-being.
- Pupils who have SEN and/or disabilities who are educated in the alternative provision feel welcomed and valued by pupils across the school. These pupils regularly attend classes with other pupils and receive useful guidance to help them learn and play together successfully.

### Behaviour

- The behaviour of pupils requires improvement.
- In most classes, pupils concentrate and show good attitudes to learning. However, in some classes, pupils are easily distracted and talk to their friends rather than complete their work. Leaders, rightly, recognise that developing pupils' independence and focus is a key priority for the school.
- Leaders' actions to improve pupils' attendance are robust and targeted. Parents are encouraged to develop good attendance patterns and are offered appropriate support from staff. Nevertheless, the attitudes of some parents towards good attendance are poor and, as a result, rates of absence remain stubbornly high.
- In the lunch hall and at playtime, pupils show respect for each other and adults alike. Lunchtime supervisory assistants model positive behaviours and teach pupils how to eat sensibly and use their cutlery.

- A small proportion of parents expressed concern about bullying in the school. Pupils note that this does occasionally happen, but it has reduced markedly in the past year. When problems do arise, leaders have effective systems for tackling bullying.

### Outcomes for pupils

### Requires improvement

- In 2017, a lower-than-average proportion of Year 6 pupils attained expected or higher standards in reading and mathematics. Pupils, including those who are disadvantaged, made less progress than their peers nationally in these subject areas. While still below the national average, the proportion of pupils who attain at the expected standard for their age is steadily rising across the school.
- A broadly average proportion of pupils in 2017 attained the expected standard in writing. Nevertheless, disadvantaged pupils did not attain as well as other pupils nationally. Current pupils do not routinely write at a high standard because their basic punctuation, spelling and handwriting skills are not at the age-appropriate levels.
- The most able and most-able disadvantaged pupils do not routinely receive the support they require to make good progress. As a result, few pupils attain at a high standard in reading, writing and mathematics.
- A lower-than-average proportion of Year 2 pupils, including those who are disadvantaged, attained the expected or higher standards in reading, writing and mathematics in 2017.
- Last year, a lower-than-average proportion of pupils in Year 1 passed the phonics screening check. Recent improvements in the teaching of phonics in the early years and key stage 1 are helping these pupils to catch up.
- School assessment information indicates that disadvantaged pupils in key stage 2, particularly the most able disadvantaged, are not making progress sufficient to diminish the difference in attainment between themselves and other pupils in school. However, disadvantaged pupils in key stage 1 are making strong progress and are catching up with their peers.
- Pupils make good progress in science and the foundation subjects because teachers routinely give pupils rich opportunities to investigate concepts and discuss their findings. For example, pupils in Year 6 dissected a heart, carefully photographing the blood vessels and using these photographs to write detailed descriptions of how blood flows around the body.
- Pupils of all abilities access and achieve well in a range of extra-curricular activities. For example, pupils, including those who have SEN and/or disabilities, took part in the 'Isle Dance' competition. Pupils choreographed their own dance routines, planned their outfits and introduced their dance to their audience. Pupils benefit from, and achieve well in, the broad range of extra-curricular activities.

### Early years provision

### Good

- Leaders and teachers revamped the early years provision in 2016. Strong leadership

and an unwavering commitment to developing this area of the school have led to significant improvement in the quality of education provided. As a result, the early years provision is good.

- Children enter the early years with levels of development below their peers nationally. By the time they begin Year 1, the proportion of children who achieve a good level of development is in line with the national average. This represents strong progress from their starting points.
- Teachers and the family liaison officer make useful links with families from the off. They use meetings, visits and electronic communication effectively to help parents understand what their children are learning and how well they are progressing. A useful series of workshops help parents to support their children with reading, writing and mathematics.
- There are varied and interesting opportunities for children in the early years to read, write and count. Teachers seize every opportunity to promote children's skills. For example, when a pupil was painting a wall, a teacher encouraged them to write an invoice for their work. The pupil dutifully wrote the invoice, charging the teacher a very reasonable £500! Strong teaching helps children to make the most of their time in the early years.
- Teachers take every opportunity to ensure that the children undertake interesting and developmental tasks. Children show great interest in their learning. Children's increasing resilience and concentration leave them well prepared for the challenges of Year 1.
- Arrangements for safeguarding in the early years match the effective procedures seen across the school. All staff are well trained and monitor children closely to ensure that they are safe. Children learn to keep themselves safe. For example, children in Reception learn how to cross the road safely and how to stay safe around sources of electricity. Strong links with the family liaison officer mean that parents can quickly get help when they need it.

## School details

Unique reference number	118175
Local authority	Isle of Wight
Inspection number	10040693

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

Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Kim Newton
Headteacher	Sharon Freeley
Telephone number	01983 402 403
Website	<a href="http://www.broadleapprimary.co.uk/">www.broadleapprimary.co.uk/</a>
Email address	<a href="mailto:admin@broadleapprimary.co.uk">admin@broadleapprimary.co.uk</a>
Date of previous inspection	2–3 October 2012

## Information about this school

- Broadlea Primary School is an average-sized primary school.
- The school runs a specially resourced provision for six pupils who have autism spectrum disorder.
- The proportion of pupils who are supported by the pupil premium is higher than the national average.
- The proportion of pupils who have SEN and/or disabilities is similar to the national average.
- The school met the government's floor standards in 2017, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets the Department for Education's definition of a coasting school based



on key stage 2 academic performance results in 2014, 2015 and 2016.

## Information about this inspection

- Inspectors observed learning in 23 parts of lessons, all with senior leaders.
- In addition to discussions with parents, 66 responses to the online questionnaire, Parent View, were taken into account, including 58 free-text comments.
- A range of the school's documentation was scrutinised to gather information on leaders' evaluation of the school's performance, systems for managing the performance of teachers, the behaviour and safety of pupils, safeguarding, the progress and attainment of pupils and curriculum leadership.
- Inspectors scrutinised the school's website to evaluate the quality of information for parents and whether the school meets statutory publishing requirements.
- Inspectors spoke to pupils to gather their views, and heard pupils read.
- Inspectors met with school leaders, representatives from the governing body, including the chair, and conducted telephone interviews with officers from the local authority.

## Inspection team

Dan Lambert, lead inspector	Her Majesty's Inspector
Debra Anderson	Ofsted Inspector
Kate Redman	Ofsted Inspector

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