

Broadlands Primary School

Broadlands Lane, Hereford, Herefordshire HR1 1HY

Inspection dates

16–17 January 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils are not making sufficient progress in English and mathematics. In recent years, the attainment of pupils has been below what can be expected by the end of Year 6.
- Reading comprehension skills are not taught well, especially in key stage 2.
- The quality of teaching is variable. Pupils are not set work which matches their ability. Progress is less evident for the most able, pupils with low prior attainment and pupils with special education needs and/or disabilities (SEND).
- Some teaching in the early years does not support children's learning well enough, especially in developing their language and communication skills.
- Recent strategies to make improvements have not yet had a sustained impact on outcomes for pupils.
- Teachers often fail to correct basic errors in spelling and pupils' poor handwriting is not addressed. This inhibits pupils' progress in writing.
- Activities in mathematics and across the curriculum do not support opportunities for pupils to develop their reasoning and thinking skills.

The school has the following strengths

- The executive headteacher, deputy and head of learning provide good leadership. They have created staff stability and made many improvements, including making sure that more pupils attend school regularly.
- Pupils behave well, cooperate positively with each other and are polite and friendly. They have a good understanding of how to stay safe. They are a credit to the school.
- The governing body provides good support and challenge. They, with the executive headteacher, have shaped an ethos of high expectations of behaviour.
- The teaching of reading and mathematics is starting to improve due to the actions that middle leaders have taken recently.

Full report

What does the school need to do to improve further?

- Improve the progress and attainment of all groups of pupils, especially those in key stage 2 by embedding the effective strategies that have led to the recent improvements in teaching.
- Further improve the quality of teaching, learning and assessment so that it is consistently good by ensuring that teachers:
 - use assessment information accurately to plan work which meets pupils' learning needs
 - correct pupils' basic mistakes in spelling so they are not repeated
 - insist that pupils form their letters and numbers accurately
 - build in more opportunities for pupils to develop their reasoning skills and explain their thinking, especially in mathematics
 - develop pupils' reading comprehension skills well, especially in key stage 2.
- Improve the early years provision by ensuring that:
 - children have opportunities to develop their language and communication skills and practise new vocabulary in spoken sentences.

Inspection judgements

Effectiveness of leadership and management

Good

- Following a period of staff changes the executive headteacher and governors have strengthened the leadership and teaching team since the last inspection. There is good capacity for this renewed team to ensure continued improvement. This capacity is illustrated by improvements to attendance rates and the way the teaching of reading and mathematics has started to improve.
- The executive headteacher, along with the deputy headteacher and head of learning have set a clear agenda for improvement. Expectations have been raised and communicated successfully to staff, parents and pupils. The school works well within the federation, which facilitates many opportunities. For example, joint staff training and sharing expertise are making a difference to improving the provision for the pupils.
- The quality of teaching and learning is beginning to get better. This is because leaders make regular checks on the quality of teaching and provide feedback for all staff to help them to develop their practice. Leaders ensure that training targets the weaknesses they have identified. Teachers appreciate this support because they are keen to improve their own practice.
- Staff morale is high. All staff who replied to Ofsted's online survey said that they were proud to work at the school. They were all positive about the training they receive and feel well supported in their professional development.
- There is a broad and balanced curriculum. It is designed to make links across subjects through studying topics. The curriculum has been reviewed recently to provide pupils with opportunities to consolidate and apply their English and mathematics skills. Specialist teachers from across the federation teach pupils subjects such as computing studies and French. Recently, pupils across the whole school studied the First World War. The school invited parents to join in with activities and a display of poppies was put up in the school hall. The study of topics is aptly supported by a variety of trips and visits to local historical sites and museums.
- Pupils develop an understanding and appreciation of different religions. They show respect to and tolerance for different cultures and beliefs. Pupils are encouraged to reflect on these aspects of their education, which ensures that they are increasingly well prepared for life in modern Britain. Leaders place pupils' spiritual, moral, social and cultural development at the heart of the curriculum.
- Parents, pupils and staff are overwhelmingly positive about the school's work. Typical comments include, 'My children are very happy here and they are improving in all areas of the curriculum,' and 'The teachers always make me feel safe in the knowledge my child is well looked after.' Parents appreciate the regular information they get on the progress their children are making and the numerous workshops that are provided.
- The pupil premium grant is used effectively. Plans to use the funding for disadvantaged pupils are based on a good knowledge of the local community and a rigorous analysis of the issues that need to be addressed. Leaders have ensured that extra resources and support for disadvantaged pupils contribute effectively to diminishing any

differences in the attainment between pupils supported by the pupil premium and other pupils.

- The school uses the physical education (PE) and sport funding well. Specialist teachers teach PE across the school and ensure progression in the development of pupils' skills. They also take after school clubs such as football, netball, cross-fit and dodgeball. The use of the funding has greatly increased pupils' participation in physical activity and sporting events.
- The special educational needs coordinator (SENCo) knows the pupils with SEND well. Although additional funding for these pupils is broadly focused on their needs, over time it has not been used to secure swift improvement to these pupils' progress.
- The local authority has a strong understanding of the school's strengths and weaknesses and their ongoing guidance is specifically targeted to support further rapid improvements across the school. They have brokered support from national leaders in education and a teaching school. Leaders readily act on the advice given, which is impacting well on improvements across the school, especially in the quality of teaching.

Governance of the school

- Governors bring a range of skills and experiences to their roles and this enables them to challenge and support leaders. They attend training to develop their skills and knowledge further. Documentation shows they challenge leadership to bring about further improvements.
- Governors receive reports of assessment information and come into school regularly to meet with leaders. They have an overview of the school's strengths and priorities for improvement. Governors recognise that although progress for current pupils is improving, they know that some initiatives are not yet fully embedded.
- Governors are aware of how the additional funding the school receives is used. They ask questions about the impact of additional funding such as the pupil premium, physical education and sport premium and funding for pupils with SEND. Governors check rigorously that the school complies with all its statutory duties.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have ensured that there is a culture and ethos of keeping children safe in school. Appropriate checks are made on employees and visitors to make sure that adults are suitable to work with children. Leaders and governors monitor the checks regularly to ensure that they are fit for purpose.
- Staff are clear about their responsibility to identify and refer any concerns regarding pupils' welfare and safety. Safeguarding practice to ensure that pupils are safe is well established and evident within the school's culture.
- Leaders keep detailed records that summarise actions taken to support pupils and of further referrals to external agencies when required. These records allow leaders to ensure appropriate actions are taken and evaluate the impact of ongoing work to support pupils. Leaders provide a wide range of training to help staff understand their

roles to keep pupils safe. Specific issues such as child sexual exploitation and radicalisation are part of this training.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is too variable. Teachers do not always take sufficient account of what pupils can already do leading to some pupils finding the work either too hard or too easy. Too often, pupils must complete tasks that do not move their learning on appropriately. This hinders pupils' progress.
- Leaders have made the teaching of reading a priority. The teaching of reading is improving, but it is not consistently good, especially in key stage 2. Leaders now ensure that pupils share and discuss high-quality texts that are matched to the standards typical for their age. In addition, some pupils are developing a wider range of reading skills, including making predictions and justifying opinions. However, this practice is not yet embedded across the school. Pupils enjoy reading and know a range of well-known authors.
- Pupils have opportunity to practise their writing skills in different styles, such as writing poetry, stories and describing characters. However, the teaching of writing is not always effective. While teachers set tasks that aim to improve pupils' writing skills, the progress made is not rapid enough. Teachers do not routinely correct basic mistakes in spelling. Not all teachers have high expectations of all pupils, including how they present their work. In some classes, pupils' letter and number formation is weak and unchallenged.
- Securing improvements to the way mathematics is taught is also a priority. There has been a strong focus on developing the fluency of pupils' calculation strategies and improving teachers' subject knowledge. The books show pupils make effective use of a range of pictorial and visual representations to help support their understanding. While the progress pupils make is clearly improving, they do not have enough opportunities for pupils to develop their reasoning skills and explain their thinking.
- Teachers ensure that their classrooms are organised to support pupils' learning. The majority of classes provide a range of resources to support pupils' learning and pupils independently access these resources when needed. As a result, pupils are consolidating their learning.
- Relationships are positive in all classes. Pupils enjoy their lessons and they are happy to ask for help when they need it. Teachers and teaching assistants are encouraging, and they notice when pupils are working hard. Pupils appreciate this recognition. As a result, most pupils try their best.
- Homework is given regularly. It is age- and ability-appropriate and builds on what pupils do in lessons.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils are proud of their school. The vast majority of pupils enjoy school and feel safe in the school. Pupils understand what bullying is and say that if it does happen, teachers deal with it quickly. However, pupils feel that bullying is rare and confidently say that 'it is OK to be different, just be yourself.'
- Staff ensure that the school provides a safe environment where pupils learn to be confident and self-assured. Pupils have positive attitudes to their learning.
- Physical and emotional well-being are promoted very well. Pupils are encouraged to eat healthily and take regular exercise. They have frequent opportunities to take part in physical activities. Breaktimes and lunchtimes are lively, active and provide additional opportunities for physical activity. As a result, pupils know how to lead healthy lifestyles.
- Pupils are given opportunities to understand the processes of democracy, notably through the elections of class representatives to the school council.
- Pupils are proud of the additional responsibilities they have. For example, pupils who are road safety officers enjoy organising competitions and activities to promote awareness of safety when crossing roads. Pupils who have been elected to the school council told inspectors that they are involved in making decisions about changes at the school. A group of peer mediators have been working with the head of learning to redesign the playground into zones, so the pupils can access activities such as reading, colouring, singing, dancing and tag.

Behaviour

- The behaviour of pupils is good. In their responses to inspectors, parents and pupils agree that the school ensures that pupils are well behaved. Pupils with challenging behaviours receive good support and, as a result, their behaviour improves over time.
- Leaders have worked hard to improve attendance and attendance rates are now close to the national average. The proportion of pupils who are persistently absent is below the national average.
- Pupils are well mannered. They conduct themselves well around the school and in lessons. They are friendly, polite and respectful. They listen attentively to each other's views during group discussion.
- Staff consistently reinforce high expectations of behaviour. Pupils know what is expected and understand the school's rules and systems for promoting positive behaviour. The school is calm and orderly.

Outcomes for pupils

Requires improvement

- Despite some improvement in 2018, the proportion of pupils reaching the expected and higher standards in reading, writing and mathematics combined at the end of key stage 2 has been below the national average for the past three years. No pupils have reached the higher standard in reading, writing and mathematics combined at the end of key stage 2 in the last three years.
- Pupils' progress by the end of key stage 2 was well below the national average for

mathematics in 2017. Rates of progress improved in mathematics in 2018, but progress was well below the national average in reading and writing.

- In 2018 in key stage 2, pupils' attainment was well below national averages in reading, below average in writing and mathematics and well below average at the higher standard in reading, writing and mathematics. There was an improvement in the proportions of pupils attaining the expected standard in mathematics from the previous year.
- In 2018 in key stage 1, pupils' attainment was broadly in line with the national average in reading, writing and mathematics but below average at the higher standard. There was a slight dip in attainment compared with the previous year.
- The proportion of pupils achieving the required standard in the Year 1 phonics screening check in 2018 rose considerably and was in line with the national average.
- Pupils currently in the school are making better progress than in the past because of improvements in the quality of teaching but are still falling short of the progress they could be making in reading, writing and mathematics, especially in key stage 2. This is especially so for the most able pupils, those pupils with low prior attainment and pupils with SEND. Work set for these pupils does not match their abilities and move their learning on quickly enough.
- Work in pupils' books demonstrates that they learn about subjects such as geography, history and science. Curriculum plans are in place, but leaders do not know how well pupils are achieving in these subjects.
- Disadvantaged pupils make stronger progress than other pupils. Strategies to support these pupils are effective. Leaders check closely the progress all pupils supported by the pupil premium make and differences in the attainment of disadvantaged pupils and others are diminishing. Currently the vast majority of these pupils are making good progress.

Early years provision

Requires improvement

- The quality of teaching across the early years is not consistently good. Staff do not provide children with enough opportunities to develop their language and communication skills. Frequently, teachers do not give the children chance to practise and repeat new vocabulary in spoken sentences. Too often, children are asked to provide one- or two-word answers.
- Children enter the early years with skills and abilities below those typical for their age. In 2018 the proportion of children achieving a good level of development was below the national average. This was a dip from the previous year. Progress is not as strong as it should be, especially for the most able children due to the weaknesses in the quality of teaching.
- Work in the children's books confirms that progress is not strong. The work is not well matched to the children's abilities. At times, children are asked to repeat work they can already do. This means children are not prepared well enough for Year 1.
- Although new to the role, the early years leader works closely with the staff and is beginning to have an overview of the strengths and weakness of early years.

- The partnership with parents is a real strength. Staff use an online system to communicate with parents. This means there is an efficient two-way flow of information. Parents comment on the activities that their children have been doing at school and they tell staff about what children have been learning at home.
- Staff assess the progress that children make. They make use of data to implement changes to the provision. For example, staff recently introduced a programme to support the children's physical development. As a result, improvements are seen in their fine motor skills.
- There is a happy and productive atmosphere in lessons, and children's behaviour is good. Staff have high expectations of manners and courtesy, which they model well. As a result, children learn and play together well. They enjoy each other's company.
- Routines are well established. Children are able to independently access equipment and resources safely. They have the chance to explore, create, find out new things and lead their own learning.
- Children are kept safe because adults diligently observe welfare and safeguarding requirements.

School details

Unique reference number	116679
Local authority	Herefordshire
Inspection number	10058468

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

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	165
Appropriate authority	The governing body
Chair	Rachel Rice
Executive Headteacher	Simon Robertson
Telephone number	01432 266772
Website	www.broadlands.hereford.sch.uk
Email address	admin@broadlands.hereford.sch.uk
Date of previous inspection	20–21 September 2016

Information about this school

- Broadlands Primary School is smaller than most schools.
- Broadlands Primary School is part of a federation of three schools comprising one secondary school and two primary schools. There is one governing body for the federation.
- The local authority has supported the school and has commissioned support for the school from national leaders in education and a teaching school.
- Approximately three quarters of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is slightly higher than in other schools nationally.
- The proportion of pupils with SEND is below the national average. The proportion that has an education, health and care plan is also below average.

- The proportion of disadvantaged pupils supported by the pupil premium is just above the national average.
- The school runs a before- and after-school club.

Information about this inspection

- Inspectors observed learning in 12 lessons or parts of lessons and saw all classes in operation. Some of the observations were conducted jointly with school leaders.
- Inspectors listened to pupils read and looked at work in their books.
- Inspectors scrutinised a range of documents during the inspection, including: the school's self-evaluation and improvement plan, assessment and attendance records, minutes of governing body meetings, safeguarding documentation and leaders' monitoring records.
- Meetings were held with pupils, staff, governors, including the chair of the governing body and the school's senior and middle leaders.
- The lead inspector had a telephone conversation with a representative of the local authority and a national leader in education.
- Parents' views were gathered at the start of the inspection. Inspectors also took account of the 16 responses to Ofsted's online questionnaire, Parent View, and the eight responses to the staff questionnaire.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Martina Abbott	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019