

Broadfield Primary Academy

Vulcan Close, Broadfield, Crawley, West Sussex RH11 9PD

Inspection dates

1–2 May 2019

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	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher's clear vision for how the former infant and junior schools will work together has resulted in this being a good school.
- Pupils at this school are delightful and exceptionally well behaved. They are highly supportive of each other, in class and across year groups in their playtime.
- The school puts a high priority on reading, and pupils enjoy reading. They achieve well. Younger pupils apply their phonics accurately, and older pupils read with confidence.
- The youngest children get off to a good start in the Nursery. This good practice is continued in the Reception Year, where the children make very strong progress. All groups of children leave Reception ready for Year 1.
- There is a strong culture of safeguarding throughout the school. Procedures for keeping pupils safe are known by all staff. Pupils' welfare is at the heart of the school.
- The quality of teaching and learning is good. Teachers skilfully use questioning and assessment to move pupils' learning forward. However, activities are not always challenging enough for the most able pupils.
- Teaching assistants work seamlessly with class teachers. They promote learning effectively and give the right level of support to pupils.
- Senior leaders form a strong and cohesive team. They are determined that all groups of pupils will make good progress across the range of subjects. However, they are aware that they must raise attendance for all groups for this to be achieved.
- Governors are committed to the school and supportive of leaders. However, their challenge to leaders, holding them to account for the standards and attendance for all groups, is not evident.
- Teachers plan broad and interesting topics for pupils. However, pupils do not deepen their knowledge and skills over time. Leaders have begun to address this.

Full report

What does the school need to do to improve further?

- Reduce absence for all pupils, particularly the disadvantaged.
- Increase the number of pupils attaining the higher standard by ensuring that all staff use assessment effectively to give pupils the appropriate levels of challenge in reading, writing and mathematics.
- Develop the wider curriculum further so that pupils deepen their understanding and skills across all subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the amalgamation of the predecessor infant and junior schools, the headteacher has grasped the challenge of bringing the pupils, staff and wider community together. This has been achieved by the sheer determination of the headteacher and senior leaders to create a shared vision between the infants and juniors. As a result, this is now a cohesive primary school in which all staff are supportive of each other and the school's leaders.
- There is clear strength in other areas of leadership. Capacity of middle leaders is strong, and they are prepared to take on responsibility to support teachers and improve progress for pupils. Middle leaders have a good understanding of the strengths and weaknesses of their areas of responsibility.
- The school has very effective relationships with parents, carers and the local community. One parent wrote, 'The headteacher has turned this school around. His dedication and enthusiasm shines through.' All parents who responded to the Ofsted questionnaire, Parent View, said that they would recommend the school to others. Those parents who completed the survey also stated that they feel the school is well led and managed.
- Pupils are well prepared for life in modern Britain and they have a good understanding of British values. A parent commented: 'This is a multi-cultural area with many different religions and languages spoken. Yet BPA manage this fantastically the children all look happy and proud of their school.' Assembly themes are well planned to meet the needs of the diverse community in which the school is placed. Pupils experience a range of opportunities to develop their spiritual, moral, social and cultural understanding.
- The sports premium leader has a clear vision and action plan to increase skills and knowledge of both adults and pupils. One action is to get more pupils active. They have introduced 'boccia' (a specially designed game for wheelchair users). This is already having an impact on pupils across the school.
- Additional funding is allocated appropriately. Pupils with special educational needs and/or disabilities (SEND) make clearly good progress from their varying starting points. Pupil premium funding is used appropriately, enabling pupils to make progress. However, leaders need to refine evaluation statements further to ensure that the impact of the spending is clear to all.
- Leaders have provided professional development to ensure that teachers' assessment is accurate. This has been externally verified through the trust. Leaders and teachers have an accurate view of how pupils are progressing. Consequently, interventions to provide additional support are well directed. This is beginning to impact on progress for the most vulnerable.
- Staff feel valued and are very positive about the leadership team. They value the continuing professional development, which, they say, is helping to improve the quality of teaching, learning and assessment. This is as a result of coaching, mentoring and training for all staff. This is evident in the support for the implementation of the new phonics scheme. As a result, strong progress in phonics for younger pupils is evident.

However, there is not always the same level of challenge for the most able pupils, particularly in reading, writing and mathematics. Consequently, not enough most-able pupils are achieving the higher standard.

- The wider curriculum enables pupils to experience a broad range of subjects. Pupils use the vocabulary associated with different subjects; however, they do not have the opportunity to deepen their understanding. Leaders are working on improving the wider curriculum.

Governance of the school

- Governors are committed to the school and have been part of the journey to amalgamate the two schools. They have worked well with the trust and leaders in moving the school forward. As a result, there are strong relationships between the governing body and leaders.
- The governing body has struggled to recruit new governors who are not employed by the school. Consequently, there is currently limited evidence of governors having the objectivity to challenge leaders and hold them to account. This is particularly apparent with regard to both tackling poor attendance and examining data relating to the underperformance of disadvantaged pupils. Governors are working tirelessly to recruit new governors, with some limited success. However, they are aware of what the governing body needs to implement to ensure more rigorous and focused challenge.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding is a high priority. Leaders ensure that every member of staff and volunteers are thoroughly checked and trained before they start work at the school. There is a strong culture of safeguarding that is embedded across the school. Leaders make sure that staff are aware of the areas where their pupils could be vulnerable, and train them appropriately. Leaders are vigilant and determined to keep their pupils safe.
- Safer recruitment procedures are secure, ensuring that only suitable people are recruited to work with pupils. The single central record is maintained accurately and to a high standard.
- Staff are provided with effective training and they have regular updates to ensure that they are aware of their responsibilities to keep pupils safe. When safeguarding concerns are raised, they are addressed immediately and effectively.
- Parents overwhelmingly stated that their children are safe in school. Leaders know the families of their pupils well and work hard to give them the early support they need. Referrals to other agencies are made promptly.
- Pupils told inspectors that they feel safe in school and that they can talk to any adult if they have a problem. One pupil said, 'our teachers listen to us.'
- Leaders are aware that they must continue to monitor attendance, particularly for the most vulnerable.

Quality of teaching, learning and assessment

Good

- The teaching of reading is good. Teachers promote a love of reading. Pupils told inspectors that they all enjoy reading and know that reading is important. The teaching of phonics is effective, and young pupils quickly develop the early skills of reading. Older pupils were reading extended texts and were able to talk about what they had read. Pupils had an accurate understanding of the text.
- The atmosphere in all classrooms is very purposeful, and pupils discuss their learning using technical vocabulary appropriately. In mathematics, pupils are adept at explaining their methods for solving problems.
- Mathematics is a strength of the school. Through skilful questioning, teachers can establish precisely when pupils are ready to move on. This was exemplified in a mathematics lesson where pupils were adding two-digit numbers using apparatus. Teachers' skilful questioning determined whether pupils were able to justify their answers and helped them to deepen their understanding. Teachers skilfully ensure that pupils understand the different ways that they can solve mathematical problems.
- Teachers and teaching assistants work closely together across year groups. This strongly collaborative approach results in consistency for all pupils.
- Teaching assistants are instrumental in moving learning on. They support the learning for all groups of pupils, breaking down tasks and refocusing pupils as appropriate.
- The teaching of writing is good. Teachers plan interesting work for pupils. Effective teaching ensures that pupils' skills in applying grammar, punctuation and spelling are developed systematically. However, the most able pupils are not regularly provided with enough challenge to make their writing even better.
- There has been a concerted effort for pupils to improve their presentation. This has been successful, as handwriting for most pupils is well formed and cursive. Pupils take pride in their work.
- Teachers generally plan activities that match the needs of all groups of pupils, challenging pupils to deepen their thinking and helping them to push their learning forward. However, challenge for the most able is not consistent across the school.
- The wider curriculum offers pupils the opportunity to increase their knowledge and skills across a variety of subjects. This was evidenced in pupils' topic books, where subject-specific vocabulary was used appropriately. Pupils' art books show that pupils study the work of artists such as Giuseppe Arcimboldo and Andy Warhol, comparing the different skills needed to paint in the different styles. However, there is currently not enough time given for pupils to deepen their knowledge and understanding across all subjects. Leaders are aware of this and are reviewing planning.

Personal development, behaviour and welfare

Good

Personal development and welfare

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

- Teachers and teaching assistants establish warm and supportive relationships with pupils. Consequently, pupils feel safe to make mistakes and persevere in lessons.
- Pupils who spoke with the inspectors were keen to discuss their work. They were positive and animated about their learning. They spoke enthusiastically of the extra-curricular opportunities they have. They told inspectors that there is something for everyone, for example from 'yoga and meditation' to 'heroes of history and strategy and logic puzzles'. In the words of one, 'We get to try things we never would.' One parent commented, 'They love the clubs offered on a Tuesday.'
- Every Year 6 pupil has an adult they go to every day to discuss their work or any concerns they may have. These are the Year 6 champions and pupils really value the time they spend with their adult. Pupils feel that adults in school care for them.
- Relationships are strong and pupils support each other well in lessons. This leads to a calm and purposeful atmosphere in which learning time is not interrupted.
- Consistent behaviour support has helped to reduce the rate of exclusions significantly over the past year.
- Pupils talked about the importance of having respect and tolerance. They have a good awareness of the different faiths and cultures in their community and the wider locality.
- During the inspection, older pupils were seen mixing well together during playtime, enjoying a variety of activities, including, for example, 'cheesy dance' or basketball. No rough play was observed. Pupils returned to their classrooms calmly and lessons started promptly.
- Pupils demonstrate positive behaviour for learning and they understand and respond to the 'Broadfield five' school rules. They know the consequences of not following the rules, which are consistently applied across all classes.
- Pupils feel safe. They spoke knowledgeably on how to keep safe, for instance e-safety, including social media, anti-bullying and stranger danger.
- Attendance for all groups is below the national average. Persistent absence is high, particularly for disadvantaged pupils. The school has effective strategies in place to reduce absence. It is aware that measures to reduce absence must continue to be a high priority.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are charming. They are friendly and polite. Across the school, all pupils were respectful to both peers and adults. Pupils were very keen to talk to inspectors about their learning.
- Pupils moved around the school calmly and in an orderly way, even when not accompanied by an adult.
- Pupils listen with care in lessons and as a result make good progress. Pupils' attitudes to learning are strong; they want to succeed and want to be challenged. They support each other very well, which enables learning to be uninterrupted.
- Pupils told inspectors that the behaviour of other pupils is excellent. They said that staff are very good in helping them, and that 'they know us well.'

Outcomes for pupils

Good

- Leaders carefully monitor the progress of all pupils, ensuring that pupils are provided with the means to make strong progress from their starting points.
- Outcomes in writing and mathematics continue to be a strength of the school. Although outcomes in reading are good, leaders have introduced a scheme to accelerate reading for pupils.
- The work in pupils' books seen during the inspection shows that all groups of current pupils are making good progress, overall.
- The school's own assessment information, along with the learning observed by inspectors, indicates that disadvantaged pupils' outcomes are improving.
- The introduction of the new phonics system is already indicating that outcomes are improving. Attainment in the Year 1 phonics screening is predicted to rise this year.
- Outcomes are consistent across classes due to planned tasks matching the pupils' differing abilities. Tasks both challenge and support, which enables pupils to improve their outcomes. However, attainment at the higher standards remains below average.
- Pupils make strong progress in mathematics. From looking at evidence in pupils' books, inspectors noted that the curriculum is well planned to provide a systemic approach to mathematical learning. Pupils have a good understanding of calculations and the variety of methods they can use to solve problems. However, in some classes, the most able pupils are not challenged well enough to make even stronger progress.
- Pupils with SEND make good progress, albeit from low starting points in some cases. This is because staff ensure that their needs are comprehensively met.
- Most groups of pupils make progress in many subjects across the curriculum. However, leaders are aware that outcomes for all pupils could be improved across subjects.

Early years provision

Good

- The leadership of early years is very good. The leader understands how young children develop and what their needs are, and ensures that relationships with parents are positive. As one parent stated, 'the communication and support from the reception teaching team has been great.'
- Staff ensure that their assessments are thorough and accurate. Due to the strong provision, children get off to a good start. They make very strong progress from their starting points because their needs are met well.
- The early years team ensures that the Nursery and Reception classes collaborate closely. This results in a smooth transition. Staff know the children and their needs well.
- Children are well behaved and understand the high expectations of staff. Relationships are strong. Children were observed playing and working well together.
- Both the Nursery and Reception environments are stimulating and vibrant, which creates an atmosphere conducive to learning. Children are given opportunities to investigate and follow their interests. In the Nursery, children were watching with

fascination how a snail moves. One child placed the snail on their hand to watch closely the snail's movement.

- The good teaching secures strong outcomes for children. A love of reading is fostered from an early age. Children enjoy reading and listening to stories. Good phonics teaching ensures that children apply their skills well to spell difficult and unfamiliar words. This was evident in the children's writing about aliens.
- The early years leader is aware of the need to improve the Reception outdoor environment and further enhance children's learning.
- Leaders ensure that children are safe in the early years. Leaders make sure that safeguarding and welfare requirements are met.

School details

Unique reference number	138453
Local authority	West Sussex
Inspection number	10088084

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	595
Appropriate authority	The board of trustees
Chair	Carol Hawkins
Headteacher	Dave Tow
Telephone number	01293 406940
Website	www.bpa-tkat.org
Email address	office@bpa-tkat.org
Date of previous inspection	12–13 July 2016

Information about this school

- Broadfield Primary School is a larger-than-average primary school serving the community of Broadfield in Crawley. It opened as the new Broadfield Primary Academy in September 2016.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils from minority ethnic households is well above the national average.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The community experiences above-average levels of deprivation.

Information about this inspection

- Inspectors observed pupils' learning across the school. Most observations were carried out with senior leaders.
- Meetings were held with pupils, staff, governors and school leaders. The lead inspector also met with a member of the trust.
- Inspectors met informally with parents at the start of the school day. They took account of 208 responses to the online questionnaire, Parent View, as well as the written responses. They also considered staff's and pupils' responses.
- The team listened to pupils read, talked to them in classrooms and scrutinised their work in books.
- Inspectors looked at a range of documents, including the school's improvement plans. They looked at information on current pupils' progress, minutes of governing body meetings, safeguarding procedures and the plans for additional funding.

Inspection team

Becky Greenhalgh, lead inspector	Ofsted Inspector
Clementina Aina	Ofsted Inspector
Mrs Fisher-Pink	Ofsted Inspector

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