

Broadmead Lower School

Park Crescent, Stewartby, Bedford, Bedfordshire MK43 9NN

Inspection dates

25 to 26 June 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not secured consistently good teaching, learning and assessment across all year groups, which means pupils' progress requires improvement.
- Pupils' progress from the end of Reception to the end of key stage 1 is inconsistent. Too few pupils reach the expected standard for their age by the end of Year 2.
- Although there have been improvements in attendance, absence rates for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) remain too high.
- Pupils' outcomes in reading, writing and mathematics over the last three years have been below average in key stage 1.
- Leaders' monitoring of teaching and learning has not been rigorous enough. Consequently, weaknesses in teaching have not been rectified.
- There are occasions where work is too easy for some pupils and, as a result, they do not move on to the next stage of learning quickly enough. This is because teachers do not use assessment information accurately to plan challenging work.
- Although recent improvements to pupils' handwriting are evident, presentation of work across the school is not good enough.

The school has the following strengths

- Children get off to a good start in the early years. Teaching and the curriculum are well led and managed. Children make good progress.
- Pupils' behaviour is good. They are friendly, polite, respectful and ready to learn.
- Leaders have a good understanding of what the school needs to do to improve.
- Leaders have successfully established an ethos which focuses on compassion for others and prioritises the well-being of pupils, parents, carers and staff. As a result, pupils are self-assured, confident learners who are proud of their school.
- Additional adults are used effectively in order to support the learning of all pupils and, in particular, those who are disadvantaged or with SEND.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, assessment and pupils' learning by:
 - ensuring that assessment information is used accurately to plan teaching that is sufficiently challenging
 - improving the presentation of pupils' work across the school.
- Improve the quality of leadership and management by:
 - closely monitoring the quality of teaching and learning so that weaknesses can be identified and rectified
 - ensuring the good start children get in Reception is reflected in the outcomes achieved at the end of key stage 1, especially in writing
 - improving attendance of disadvantaged pupils and those with SEND.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Procedures for checking the quality of teaching and learning and identifying where improvement is needed lack rigour. The weaknesses recognised in teaching have not been identified soon enough and, as a result, there has been a delay in providing the support needed to bring about the necessary improvements.
- Pupils make good progress in the Reception class, but leaders do not ensure that this is maintained so that outcomes at the end of key stage 1 are above average. Writing is a particular weakness despite some recent improvements.
- The local authority has increased its level of support for leaders in the last year. This is beginning to have a positive impact.
- The new approach to teaching mathematics adopted towards the end of the last academic year is improving outcomes across the school. However, it is more consistently applied in key stage 2, resulting in better progress and attainment in Years 3 and 4.
- Leaders make effective use of funding to support disadvantaged pupils. They use funding judiciously to ensure that these pupils have access to the same educational experiences as others by, for example, subsidising trips and residential visits. They know the individual needs of pupils and put in specific support to help them. However, leaders do not make sure that these pupils come to school regularly enough. While these pupils make similar progress to others in the school at key stage 2, this is not the case in key stage 1.
- Parents who responded to Ofsted's online questionnaire, Parent View, and those who were interviewed informally, are overwhelmingly supportive of the school. One parent wrote: 'The school is a very nurturing environment for my children. They are supportive and take my rare concerns seriously, dealing with it in a timely and effective manner.'
- Leaders have a good knowledge and understanding of pupils with SEND but they do not make sure they attend regularly enough. There are clear procedures for identifying these pupils, which are understood by all staff. Pupils have detailed support plans, which ensure that when they attend school they make good progress from their different starting points.
- The recently introduced curriculum clearly outlines the progression of knowledge and skills for pupils to build on their learning year by year. Teachers are now using it to inform their planning. Leaders acknowledge that they need to do more to monitor it closely and ensure that knowledge is retained so that it can be built on in subsequent years. It is too early to judge if this is effective.
- The Physical Education and sport premium funding is used to good effect. There are productive links with the local sports partnership. Coaches are employed to teach different sports and to improve teachers' skills. Pupils regularly take part in competitions and there is a focus on all pupils participating in a wide variety of sporting activities.

- The school supports pupils' spiritual, moral, social and cultural development and their understanding of life in modern Britain effectively. For example, school council members talk about how they were elected to their positions. Pupils show a mature understanding for their age of the importance of rules and the need for consequences if the rules are broken. This understanding, together with the culture of respect and tolerance which underpins all the school's work, prepares pupils well socially for later life.

Governance of the school

- Governors know the school well and are committed to contributing to its improvement. They have improved their effectiveness by making good use of training from the local authority. They are regular visitors to the school and take part in a range of monitoring activities. Governors have a secure understanding of some of the aspects that need improving and know about the actions leaders are taking to address these.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff undergo comprehensive safeguarding training, which ensures that they are knowledgeable about how to keep pupils safe from harm. Where referrals to designated safeguarding staff or outside agencies are necessary, adults take swift action. The records they keep in relation to this are well maintained.
- The strong relationships that exist in the school ensure that great care is taken to promote the well-being of all pupils. Staff are vigilant to any changes in behaviour that could indicate a concern. Pupils who made their views known to inspectors say they feel safe in school and that adults will always listen to any concerns they may have.
- Leaders carry out appropriate checks on the suitability of staff working with pupils when making appointments. Records are detailed and well maintained. Therefore, any potential risks to staff and pupils are minimised.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching varies too widely across the school. In key stage 1, teaching does not meet the differing needs of pupils well enough in reading, writing and mathematics. Teachers do not use their assessments of what the pupils already know in order to help with planning learning for them. For example, work is sometimes too easy for the most able. When this happens, pupils' progress is held back.
- In key stage 1, teachers do not have high enough expectations of what pupils can achieve. This leads to slow progress and a wide variation in the quality of pupils' work.
- Teachers do not always allow pupils to get on with their work quickly enough when they show they are ready to do so. As a result, the progress of some pupils slows.
- There are some strengths in teaching. Teachers foster a positive atmosphere for learning in their classrooms. They manage pupils' behaviour extremely well. Pupils are encouraged to work hard and support one another as they learn.

- Early reading skills are taught well. Teachers make sure that the books pupils are given to read at home allow them to practise the phonics knowledge they have acquired in school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff work hard to raise the aspirations of pupils and to prepare them for the next stage in their education. Pupils learn to be tolerant and respectful. In lessons, pupils have frequent opportunities to work with their peers to support one another with their learning. As well as ensuring that pupils develop strong teamwork skills, this also means that most pupils participate well in lessons and develop positive attitudes towards their learning. Opportunities are also provided outside the normal curriculum for pupils to develop their teamwork skills further. For example, pupils in Years 3 and 4 worked effectively in teams during a survival day and during a residential visit to an outdoor pursuits centre.
- The caring approach of all staff ensures that pupils' emotional needs are met well. Staff are also readily available to support families or pupils who need help.
- Pupils say that bullying happens only occasionally, but, when it does, staff quickly sort out the issues.
- Pupils are taught how to stay safe in a variety of situations. For example, pupils know how to stay safe when riding their bicycles. They understand the potential risks they face online and how to avoid them.

Behaviour

- The behaviour of pupils is good.
- Leaders' emphasis on developing a compassionate ethos has ensured that pupils are polite, courteous and considerate of others. Pupils conduct themselves well at breaktimes and lunchtimes as they play with their peers. They are keen to welcome visitors and are proud to be part of the school.
- Pupils have a good understanding of what acceptable behaviour is like. They clearly understand the consequences if their behaviour does not meet the school's high expectations. They feel that the school's behaviour policy is applied fairly. They are very positive about the rewards system that operates in all classrooms.
- Pupils of all ages demonstrate high levels of tolerance towards those pupils who find it more difficult to conform to school rules due to their particular needs. They are patient and kind.
- The school has made a concerted effort to improve the attendance of disadvantaged pupils and those with SEND with some success. However, attendance for these groups of pupils remains too low.

Outcomes for pupils

Requires improvement

- Pupils' attainment in reading, writing and mathematics at the end of key stage 1 has been below the national average at the expected standard. In writing, the proportion of pupils achieving at a greater depth has also remained low. This year, as seen in their books and confirmed by assessment information, attainment continues to be lower than it should be.
- Disadvantaged pupils benefit from additional teaching, which often aids them in making stronger progress. Despite this, because of the variability in the quality of teaching, and their below-average attendance, the attainment of disadvantaged pupils is low because they are unable to catch up with that of other pupils nationally.
- Planning for pupils with SEND is detailed and contributes well to pupils' progress. This includes those pupils who have an education, health and care plan. As a result, when they attend regularly these pupils make good progress from their various starting points.
- Pupils are making good progress in phonics. This is reflected in the large proportion of pupils reaching the expected standard in the national phonics screening check at the end of Year 1.
- Pupils in Years 3 and 4 make good progress from their starting points at the end of key stage 1. Their attainment is improving over time in reading, writing and mathematics at the expected standards for their age.

Early years provision

Good

- Children get off to a good start in the early years, with their needs met well. Attainment at the end of Reception has risen this year. Although the proportion of children that reached a good level of development in 2019 was below the 2018 national average, this reflected good progress from children's often low starting points.
- Early language skills are taught particularly well. Good-quality phonics teaching from the day they arrive in school gives children a good start in learning to read and write. Adults take every opportunity to encourage children to talk about their learning in order to improve their speaking skills and to increase their vocabulary.
- Children in the early years are happy, confident learners. Adults have high expectations of children's behaviour, ensuring that they conduct themselves well. Children are well cared for and their development is nurtured. The welfare of the children is a priority and all statutory requirements are met.
- Children are well prepared for the next stage in their education in Year 1. They readily share resources and learning spaces so that their days in school are rarely disrupted. They gain good levels of confidence, behave well and learn new skills quickly.
- The leader knows the strengths and areas for development of the provision well. She ensures that assessments are accurate and that this information is used to plan next steps in learning.
- Adults place a heavy emphasis on designing the provision to encourage children to develop as effective learners. As a result, children enjoy their learning and show high

levels of independence and sustained concentration.

- Children benefit from having a wide range of opportunities to initiate their own learning in both indoor and outdoor provision. The activities on offer focus suitably on developing children's writing and number skills.

School details

Unique reference number	109483
Local authority	Bedford
Inspection number	10087446

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

Type of school	Lower
School category	Community
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair	Chas Leslie
Headteacher	Kim Hewlett
Telephone number	01234 768318
Website	www.broadmeadlower.beds.sch.uk
Email address	office@broadmeadlowerschool.co.uk
Date of previous inspection	12 July 2018

Information about this school

- Broadmead Lower School is a smaller-than-average sized lower school.
- The proportion of disadvantaged pupils eligible for pupil premium funding is in line with the national average.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of SEND pupils who receive support is below the national average, and the proportion of pupils who have an education, health and care plan is above the national average.

Information about this inspection

- The inspector visited all classrooms to observe teaching, pupils' learning and behaviour. The headteacher joined the inspector on some of these classroom visits.
- A wide range of pupils' workbooks were examined by the inspector throughout the inspection.
- The inspector held meetings with the headteacher, assistant headteacher, early years leader, office manager, governors and a representative from the local authority.
- The inspector spoke to pupils informally in class and around the school at breaktimes and lunchtimes to seek their views. A meeting was also held with a group of pupils to discuss their learning and other aspects of school life.
- The inspector listened to some pupils in Reception and Year 1 reading their books and spoke to the pupils about their reading habits.
- The inspector scrutinised the school website and a range of school documents, including: assessment information; minutes from governing body meetings; the school's own evaluation; improvement plans; and records about safeguarding and attendance.
- The inspector considered 72 responses made by parents to Parent View, Ofsted's online questionnaire, and 28 responses to the Ofsted free-text system. Additionally, Ofsted took account of the 12 responses to Ofsted's online staff survey and the 19 responses to Ofsted's online pupils' survey.

Inspection team

Kevin Rae, lead inspector

Ofsted Inspector

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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.

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