



Broadacre Primary School

Inspection Report

Unique Reference Number 117913
LEA Kingston-upon-Hull
Inspection number 280186
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mrs Cathryn Kirby

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

Type of school	Primary	School address	Wawne Road
School category	Community		Bransholme
Age range of pupils	3 to 11		Hull, Hull
Gender of pupils	Mixed	Telephone number	01482 833033
Number on roll	302	Fax number	01482 824952
Appropriate authority	The governing body	Chair of governors	Mr Brendan Downes
Date of previous inspection	1 October 1999	Headteacher	Mr Mike Dootson

Age group	Inspection dates	Inspection number
3 to 11	11 January 2006 - 12 January 2006	280186

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Broadacre Primary School serves a local community on the outskirts of Kingston-upon-Hull which has higher levels of social deprivation than is the case nationally. The school is larger than average with 302 pupils on roll including 62 who attend the nursery. Most children are taught in mixed age classes. The proportion of children with learning difficulties and/or disabilities is well below average. Very few children are from minority ethnic backgrounds or do not speak English as their first language. The proportion of pupils who join or leave the school at times other than when they enter nursery is higher than average. At the time of this inspection, the headteacher had been in post for two weeks.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness to be satisfactory and inspectors agree.

From starting points below those expected for their age, children make good progress in the Foundation Stage and Key Stage 1. They settle quickly in the nursery because they are well cared for. Parents speak highly of the secure start the school provides for their children. Pupils make satisfactory progress overall between the ages of 7 and 11, although some pupils do not make the progress they should in reading and writing.

The recently appointed headteacher has a clear vision and commitment to improvement. Teaching is satisfactory overall with some good teaching in all key stages. The best teaching challenges the more able pupils while supporting those who find learning difficult. In English and mathematics the curriculum is planned to ensure appropriate coverage in mixed age classes; this is not the case in all subjects. The use of assessment in teachers' day-to-day work is underdeveloped. There is scope to improve systems to monitor the progress and gauge the impact of school improvement work.

The care, guidance and support for pupils are satisfactory as is the provision for the pupils' personal development and well-being. Their good attitudes in lessons and good relationships that they have with their teachers and each other enhance learning. Pupils enjoy coming to school and their behaviour is good. The overwhelming majority of parents are satisfied with the standard of education the school provides for their children; they say their children enjoy school, are safe and well cared for. Parents recognise that the school has been through a period of instability in relation to its leadership and management.

The school has the capacity to improve. It provides satisfactory value for money.

What the school should do to improve further

- Raise standards in reading and writing.
- Sharpen curriculum planning to ensure that pupils in mixed age classes do not have gaps in their knowledge.
- Develop the use of assessment information to plan lessons which meet the needs of all the pupils, especially the more able.
- Improve the way it keeps a check on the progress and effectiveness of the actions it introduces to make sure they are leading to measurable school improvement.

Achievement and standards

Grade: 3

Children enter the nursery with a particularly wide range of abilities but overall what they know and can do is below national expectations for their age. The nursery gives children a good start to their education and lays solid foundations for their personal and social development. They continue to achieve well in the reception class, although standards are still below those expected by the time they enter Year 1.

Pupils make good progress through Key Stage 1. By age 7, they have achieved a lot when compared to what they could do at 3 and 5 years old. Overall, standards have been above average since 2001, significantly so between 2001-2004. In 2005, pupils' achievements were better in writing and mathematics than they were in reading.

Key Stage 2 results in 2005 show that standards are average and pupils make satisfactory progress overall between the ages of 7 and 11. Standards in mathematics have improved more rapidly over the last three years than has been the case nationally and the proportion of pupils attaining the higher Level 5 is well above average. In English, however, the proportion of pupils reaching the expected level for their age was below average and pupils did not make the progress they should. They achieve better in reading than in writing.

Personal development and well-being

Grade: 3

The school judges personal development and well-being to be good. Inspectors judge it to be satisfactory. Provision for the pupils' spiritual, moral and cultural development is satisfactory. Their social development is good. Pupils are friendly, confident and courteous around school and generally attentive in class. The school promotes these values well and has maintained good behaviour since the last inspection. Pupils respond well to the initiatives which help them feel safe and happy such as the 'Playground Buddy' system.

Children in the nursery settle quickly and demonstrate developing confidence and independence. The majority enjoy school and take part in activities with enthusiasm. A small, but significant, number of older children in the Foundation Stage are inattentive which can lead to disruptive behaviour.

The school's efforts to raise children's awareness of healthy lifestyles are well rewarded by their understanding of healthy eating. However, the school does not yet ensure that the children have full opportunities to understand the value of exercise. The school council regularly gets involved in school life and local projects, including successfully lobbying the local council to repair a track by the school. Attendance is well below the national average. Although the school has made every effort to raise attendance, some parents persist in taking their children on holiday in term time. This means pupils miss important work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall with some good teaching observed in all key stages. In the better lessons, pupils settle quickly to their work. A lively pace combined with activities which are interesting and varied help to engage the pupils and sustain their interest. Paired and group work provides opportunities for social development through collaboration. Skilled use of questioning encourages pupils to

think and to apply their knowledge to new situations. The nursery provides a wide range of learning activities which motivate children. For example, the 'school office' provides a stimulating environment which is effective in developing their communication skills.

In the satisfactory lessons, the main weakness is in the use of assessment. Assessment information is not used consistently well in planning work which fully meets the needs of all pupils. Work does not provide sufficient challenge to the more able pupils; consequently they often make satisfactory rather than good progress.

Relationships in all lessons are good and pupils behave well. They display good attitudes to their work. Effective use is made of teaching assistants in providing good support for pupils with learning difficulties.

The school's systems for evaluating the quality of teaching lack rigour. Policies for teaching and learning and assessment are not implemented consistently across the school. Teachers are beginning to use assessment to track pupils' progress, although not all staff are secure in their judgement of the standard of pupils' work. Pupils' work is displayed around the school and in classrooms, although few examples of assessed work are evident to show pupils what the different levels look like.

Curriculum and other activities

Grade: 3

Curriculum provision is satisfactory overall. Children in the Foundation Stage experience a wide range of practical activities, firmly based on giving them first hand experiences. As a result, they have a good start to their education.

Staff make every effort to create a stimulating environment in the nursery; however, accommodation is cramped leading to congestion, especially when parents are also in school. The reception classroom is also small for the number of children it accommodates, limiting the opportunities for the staff to create suitable areas for learning.

The school provides a satisfactory curriculum for the pupils in Years 1 to 6. The curriculum is generally broad and balanced, although there are limited opportunities for the pupils to take part in physical activity. There has been good improvement in provision for teaching information and communication technology (ICT) since the last inspection. There is good provision to support the needs of pupils with learning difficulties and/or disabilities. A lack of consistency in planning for subjects other than English and mathematics in mixed age classes can lead to gaps in knowledge.

Pupils are given clear information about how to keep safe, to be healthy and accept responsibility. The curriculum is enhanced through a range of extra-curricular activities for the older pupils. Opportunities to visit the immediate locality are provided; however, educational outings to enrich learning further are limited.

Care, guidance and support

Grade: 3

The care, guidance and support that the pupils receive are satisfactory. Child protection arrangements are robust so the welfare of all children is safeguarded. Parents are happy with arrangements for settling children in the nursery and for the Year 6 pupils' transfer to secondary school. Pupils say they feel safe in school and that there is always someone they can turn to for help. Good levels of adult supervision are a feature of morning and lunchtime outdoor activities.

There is good provision to support the needs of pupils with learning difficulties and the work of teaching assistants is effective in helping these pupils participate in lessons. There are some weaknesses in supporting pupils' academic development; the way teachers assess pupils' work and how they use this to plan teaching is not effective enough. As a result, some pupils do not do as well as they should.

Leadership and management

Grade: 3

Since the last inspection, four individuals have occupied the position of headteacher, two of them in an acting capacity. Consequently, long term planning has not benefited from stability in leadership and has not been as sharply focused as it could be. Nevertheless, the school has successfully addressed weaknesses identified in: the pupils' progress in mathematics; resources and the quality of teaching in information and communication technology (ICT); and the breadth of the curriculum. Weaknesses remain in reading at Key Stage 1 and writing at Key Stage 2. The headteacher is aware of these shortcomings and has suitable plans to address them.

Actions identified in the school improvement plan are appropriate. However, there are two relative weaknesses in the plan. Firstly, ways to raise standards and develop the curriculum in a number of subjects are absent. Yet responsibility for leading and managing this work is allocated to named individuals. Secondly, checks on the progress of developments and how much impact they have had are not rigorous enough. For example, all teachers have access to assessment information, but how well they use this to plan lessons is not routinely checked. The school's self-evaluation, although generally accurate, lacks a sharp focus that a more robust evaluation of its work would provide. Governance of the school is satisfactory, although governors do not always hold the school to account well enough for the progress of school improvement initiatives.

The school buildings are modern and in a good state of repair, although the rooms used for the Foundation Stage are too small for the large number of children they accommodate.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mr Mike Dootson

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HU7 5YS

13 January 2006

Dear Children

Thank you for being so polite and friendly to us when we visited your school to inspect how well it is doing. We were pleased to be able to talk to some of you and to hear about all the things you do in school and what you think about them.

Here are some of the best things we found about your school.

Your behaviour in lessons and at playtime is good.

You enjoy your lessons and try hard to do the work your teachers give you.

You care about others and treat each other well. We were pleased to see that some of you take your roles as school councillors and 'buddies' to the younger children seriously.

Teachers and other adults take good care of you and know what to do when you need help.

You are pleased with the outdoor activity areas and the big spaces you have to play football and other games.

We have asked Mr Dootson, your teachers and governors to improve a few things: We want you to do better in reading and writing.

We also want to make sure that when you are good at a subject the work is not too easy.

School needs to make sure that you cover all of the work you should in every subject.

School should check that everything is working well so that it can plan even better for the future.

Best wishes

Cathy Kirby

Her Majesty's Inspector