

# Broadway East First School

## Inspection report

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<b>Unique Reference Number</b>	108443
<b>Local Authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	285587
<b>Inspection dates</b>	18–19 November 2008
<b>Reporting inspector</b>	Margaret Armstrong

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	227
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vice Chair Cllr Ian Graham
<b>Headteacher</b>	Mrs Julie Adde
<b>Date of previous school inspection</b>	1 March 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Broadway East Gosforth Newcastle upon Tyne Tyne and Wear NE3 5JQ
<b>Telephone number</b>	0191 2855141
<b>Fax number</b>	0191 2849507

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<b>Age group</b>	4–9
<b>Inspection dates</b>	18–19 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves a residential area and a large minority of pupils come from disadvantaged parts of Newcastle. The Early Years Foundation Stage (EYFS) comprises of two Reception classes. The large majority of pupils are from White British families and a small proportion are from a wide range of minority ethnic groups. The percentage of pupils learning English as an additional language is higher than that found nationally. The proportion of pupils entitled to free school meals is well below average as is the percentage with learning difficulties and/or disabilities. The proportion of pupils who have a statement of special educational need is low. Pupils have access on site to breakfast and after school clubs. It holds a number of national awards including the Activemark, the School Sport Partnership Gold Award and Green Flag Eco-Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with many outstanding features. Its strengths are in the pupils' personal development, the innovative curriculum and the very good partnerships with parents and other agencies. The overwhelming majority of parents are very appreciative of the work of the school and speak highly of the 'happy, friendly atmosphere' which pervades it.

Standards are above average and pupils achieve well. When children start school their level of development is typical for their age group. The good provision in the EYFS means children rapidly become active learners and achieve well. However, the outdoor areas are not used sufficiently to extend learning. Pupils continue to make good progress as they move through the school. Standards are above average in Year 2 and when they leave in Year 4, they are well above those expected for their age. Pupils with learning difficulties and/or disabilities and those who are vulnerable receive high quality support and achieve well. The progress of higher attaining pupils is inconsistent. This is because teachers do not always make sufficient use of pupil progress information to plan sufficiently challenging work for them.

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Relationships are excellent and, as a result, pupils are very well behaved and manage their emotions well. All pupils have an excellent understanding of how to stay healthy and safe. They make a very good contribution to the community through their involvement in fund raising for a wide range of charities and through their productive involvement in the school council. Pupils really enjoy school and this is best summed up in the words of one pupil who reported 'All lessons are fun! There are lots of exciting opportunities to develop new skills.' Their good learning, along with the school's very strong emphasis on personal development, ensures they are well prepared for the next stage in their education.

Teaching and learning are good with outstanding features. This has resulted, for example, in improving standards in writing. Lessons are lively and interesting therefore pupils work hard and enjoy learning. They receive good quality guidance on how they can improve their work. The excellent curriculum is both imaginative and creative. It most effectively excites and motivates the pupils. The partnerships the school has with outside agencies are outstanding. As a result, the curriculum is enriched by an excellent range of high quality activities that are available both inside and outside of lesson time.

Leadership and management are good. The work of the headteacher is particularly effective. She works closely with all staff and governors to identify the school's strengths and areas for development and this has ensured leaders at all levels are fully committed to raising standards. Effective leadership in science for instance, reflects the good progress the school has made since the last inspection. Senior leaders are successful in promoting good pastoral care which contributes well to pupils' outstanding personal development. Governors know the school well and play a full part in its development. Recently, they have taken steps to ensure the main playground is secure so pupils can work and play together safely.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children get off to a good start in school because the provision is good. Their personal development is outstanding. Children quickly develop into confident, articulate individuals who learn to concentrate and enjoy learning. Most parents are pleased with the start their children

make. Children are well cared for and the school fulfils all statutory EYFS welfare requirements. Staff work and plan together effectively as a team to provide high quality learning experiences which make learning fun. For example, 'The Great Minibeast Hunt' and the 'Broadway Building Site' excite and inspire children. The indoor areas are interesting and provide a good focus on personal and basic skills, as well as the wider curriculum. However, the outdoor classrooms do not provide quite the same level of challenge or stimulation. Adults make regular observations and assessments to plan the next steps of learning for each individual. As a result, there is a very good balance between adult-led activities and tasks and those from which children can choose. By the end of Reception, assessments show the children have made good progress to develop skills which are above national expectations. Leadership is good and strong links with Year 1 ensure continuity in pupils' learning.

### **What the school should do to improve further**

- Improve outdoor learning for the EYFS children.
- Ensure teachers make better use of information about pupil progress to plan effectively for higher attaining pupils.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils achieve well. In 2008, standards were above average for Year 2 pupils, except in mathematics where they were average. In Years 3 and 4, pupils maintain their rate of progress so that they leave school at the end of Year 4 with high standards, particularly in reading. A key factor in the school's success has been the use of a well planned programme of support which has resulted in pupils with learning difficulties and/or disabilities making good progress. Pupils who have English as an additional language are well supported and achieve well. Throughout the school, higher attaining pupils performed well in reading, although they did not do as well in writing and mathematics. Over the past year, the school has made raising achievement in writing a priority area for development. As a result, standards are rising because pupils are more skilled in writing for a variety of purposes. Although there is some variation in the attainment of boys and girls, there is no recognisable pattern.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. By the time they leave the school in Year 4 they are well rounded, assured individuals who are very proud of their achievements. They behave very well because relationships are excellent and they know what is expected of them. Pupils demonstrate maturity and responsibility combined with outstanding attitudes and commitment to their work. They really enjoy coming to school and this is reflected in good and improving levels of attendance. Pupils have a very secure understanding of the importance of a healthy diet and taking regular exercise. They know how to keep themselves safe, and are developing as reliable ambassadors for the school. Pupils take a pride in their contributions to the community. They act very responsibly as 'Eco Warriors' and 'Playground Buddies' and support the work of a wide range of charities. The good grounding pupils receive in their social and basic skills prepares them well for the next stages of learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. There is some outstanding teaching. Pupils say they enjoy lessons and teachers work diligently to engage their interest and this promotes good learning. For example, in an outstanding Year 2 writing lesson, pupils made very good progress in their ability to prepare an eyewitness report of The Great Fire of London because teaching was brisk and expectations high. Generally lessons are well planned and resources, including computer technology, used well to enrich learning. On the rare occasions when teaching is less effective, planning does not clearly identify the level of challenge for higher attaining pupils. Where this is the case, the pace of learning is slower and the level of pupils' engagement less secure. Teaching assistants are well trained and provide high quality, targeted support. This means pupils with learning difficulties and/or disabilities are able to play a full part in lessons and achieve well.

### Curriculum and other activities

#### Grade: 1

This outstanding curriculum motivates pupils and enables them to thrive. The range of provision more than meets statutory requirements. The curriculum is securely focused on developing pupils' basic skills but is designed to interest and stimulate learning in all subject areas. Consequently, pupils have excellent opportunities to practise their literacy and numeracy skills across the curriculum. The school makes an outstanding commitment to information communication technology (ICT) with provision fully integrated into all subject areas. In addition, a strong commitment to physical education and the creative arts further adds to pupils' enjoyment. Extensive opportunities are also offered beyond the teaching day for pupils to take part in clubs including sports, ICT, Taekwon Do, dancing and Fit Kids. Activities are greatly enriched by visiting experts in areas such as religious education and drama and pupils make regular visits to places of interest to extend their school-based studies.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The very good links with outside agencies ensure pupils with learning difficulties and/or disabilities and those who are at an early stage of learning English are supported well. Induction arrangements are good and this helps pupils new to the school settle in quickly and feel part of the school community. The school has an excellent partnership with parents and this supports learning well. Guidance is good. Work is marked regularly with good feedback given which focuses clearly on how pupils can improve. The school regularly tracks pupils' progress but teachers do not always use information on pupils' progress well enough to plan sufficient challenge for the most able. Procedures for safeguarding pupils, child protection, risk assessment and health and safety are fully in place.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher and deputy headteacher work together very effectively and this has helped them establish a good team spirit in the school. There is a good training programme in place which enables all staff, including those with management responsibilities, to develop their skills and expertise and contribute to school improvement. The school's self-evaluation procedures are comprehensive and provide an accurate picture of what is working and what needs attention. Senior leaders analyse data carefully and set challenging targets for improvement. They have not yet made sure that pupil progress data is used effectively across the school to raise the achievement of higher attaining pupils. Governance is good. Governors are supportive but at the same time play an important role in holding the school to account for its performance. Excellent partnerships with parents, outside agencies and global communities support the school's work and promote community cohesion very well. The school has developed well since its last inspection and has a good capacity for further improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 October 2008

Dear Pupils

Inspection of Broadway East First School, Newcastle upon Tyne, NE3 5JQ

Thank you on behalf of Mr Shearsmith and myself for your kind welcome during our recent visit to your school. We really enjoyed spending time with you and listening to your views about your school and why you enjoy learning.

You have a good school and there are some outstanding features. Many of you told us how much you enjoy school and that you think you are getting on well. We agree with you! We were impressed with your excellent behaviour and the thoughtful way in which you look after each other. We enjoyed visiting your classrooms and we were pleased to see how hard you work with your teachers and other adults. You develop into confident, well-mannered young people with a strong awareness of right and wrong. We think you do a lot to make your school a good place to learn. Well done to the school council and the playground monitors! You told us how you really like the after-school clubs, such as choir and gymnastics. We also know how much you appreciate the range of special visitors who help make your curriculum exciting.

The staff take good care of you and many of you told us how kind the adults are and how safe you feel in school. You are given work that interests you and helps you make good progress. Your school works very well with outside groups to make sure you are all well supported. You told us that you would like your main playground to be more secure and we know that the governors and your headteacher are looking into this. Even though your school is good, your headteacher, staff and governors want to make it even better. We have suggested that your school tracks your progress carefully and makes sure some of you are challenged with harder work, especially those of you who find learning easy. We also think the younger children in your school need more opportunities to learn outside of the classroom. You can help by always doing your best and continuing to involve yourselves fully in the life of the school.

We wish you every success for the future.

Yours sincerely

Margaret Armstrong

Lead inspector