



Broadway Infant School

Inspection Report

Unique Reference Number 109057
Local Authority South Gloucestershire
Inspection number 288265
Inspection dates 18–19 January 2007
Reporting inspector Peter Kerr

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

Type of school	Infant	School address	Broadway
School category	Community		Yate
Age range of pupils	4–7		Bristol BS37 7AD
Gender of pupils	Mixed	Telephone number	01454 867130
Number on roll (school)	163	Fax number	01454 867131
Appropriate authority	The governing body	Chair	Alan Lawrence
		Headteacher	Susan Tanner
Date of previous school inspection	9 September 2002		

Age group 4–7	Inspection dates 18–19 January 2007	Inspection number 288265
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Nearly all the pupils in the school are of White British heritage. A small but increasing proportion of pupils come from minority ethnic backgrounds, some of whom are not yet fluent in English. Attainment of children on entry to the school is broadly average. The proportion of pupils with learning difficulties is similar to that found in many other infant schools. A new headteacher and deputy headteacher were appointed a year ago following a prolonged period of temporary management arrangements. The school has achieved Investors in People and Healthy School status.

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 provides a satisfactory education for its pupils and has some good features. The warm and friendly atmosphere in the school helps the pupils to feel confident, safe and enjoy their learning. The new headteacher has quickly created a strong team spirit and developed a shared commitment to improving pupils' learning opportunities. Parents appreciate that their views are taken into account and are impressed with the positive changes made in a short time by the headteacher. As one parent commented, 'The headteacher values everyone and wants the best for the school and is introducing changes and initiatives to benefit all pupils.'

A good curriculum and range of learning opportunities beyond lessons motivate pupils to learn and contribute strongly to their good personal development and their enjoyment of school. Pupils' spiritual, moral, social and cultural development is promoted effectively. They develop responsibility, positive attitudes and good literacy and numeracy skills which prepare them well for their future.

Standards in reading, writing and mathematics are above average by the end of Year 2. However, achievement is satisfactory because there is variation between how well different groups are doing. More able pupils do not achieve as well as they should, particularly in writing and mathematics.

Too often classroom activities are not planned with sufficient challenge to stretch the more able pupils, resulting in satisfactory teaching and learning. Pupils frequently learn most effectively when they are actively engaged in the tasks set and have the opportunity to work independently. Assessments are used well to support lower attaining pupils and those with learning difficulties, but targets do not provide enough challenge for more able pupils. Provision and standards in the Foundation Stage are satisfactory. Children enjoy learning through practical activities in the afternoon, but morning sessions are too formal.

The school provides good pastoral care for pupils and effective support for individuals. It works effectively with other agencies and organisations, for example pre-school providers, to support children and their families. Academic guidance is satisfactory. Although pupils' progress is tracked carefully and the information is used well to plan the next steps in learning for lower attaining pupils, it is not used effectively enough to inform planning and the setting of sufficiently challenging targets for more able pupils.

Leadership and management are satisfactory. The new headteacher is providing good leadership and is wholeheartedly supported by the governors, staff and parents. She has made a realistic evaluation of the main areas for school improvement and taken immediate steps to raise morale through improving the building. There has not been sufficient time for the planned strategies to have had an impact on improving key areas of provision and pupils' achievement. To date, the actions of the headteacher and senior team indicate that there is good capacity for improvement.

What the school should do to improve further

- Improve the achievement of more able pupils, especially in writing and mathematics.
- Ensure that teachers' planning includes activities and targets that challenge all pupils.

Achievement and standards

Grade: 3

In the Foundation Stage, most children make satisfactory progress and are working at the levels expected for their age by the end of the Reception Year. A few of the more capable children progress beyond these levels.

At the end of Year 2, standards in reading, writing and mathematics are above average. Pupils with average and lower ability make good progress in Years 1 and 2 to reach suitably challenging targets. However, the targets set for more able pupils in writing and mathematics are not challenging enough and their work is often not very different from that produced by average attainers. Achievement is good overall in reading. Pupils in the early stages of learning English and those who have learning difficulties receive good support and achieve well.

Personal development and well-being

Grade: 2

Children are keen to come to school. Behaviour in lessons and around the school is good and pupils show consideration for each other. They are very polite and helpful, showing initiative in the ways they respond to situations. Although attendance was average last year, this was mainly due to an exceptional amount of absences through illness. Usually it is good.

Pupils show a willingness and ability to reflect on issues and consider other people's points of view. Relationships throughout the school are good. Pupils have well developed social skills, shown, for example in the confident but respectful way they interact with visitors. They understand what is right and wrong and have a good understanding of a range of cultures and traditions.

The Healthy School and Investors in People awards have had a positive impact on pupils' lives. They make sensible choices about diet and exercise and relish the many opportunities they have to contribute to school life. For example, Year 2 pupils enjoy being 'buddies' to other pupils and school councillors value the responsibilities they have, including learning about managing a budget, for example, when selecting the new playground equipment.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory although activities are often too teacher led and there is not enough variety in the tasks set to challenge more able pupils.

The enthusiasm of the staff helps to motivate the pupils, who tackle most tasks with determination. Pupils particularly enjoy and benefit from lessons in which they take an active role. For example, Year 2 pupils made good progress in a music lesson when they played ocarinas. Teamwork between teachers and teaching assistants is good, contributing to the good relationships and purposeful working atmosphere in lessons. Teachers use assessments and marking well to decide how to support those pupils who need extra help but not so well to provide appropriate challenge for pupils who do most things right first time. Marking for these pupils seldom suggests the next steps in learning. This has greatest impact on the more able, who could cope with more demanding work, especially in mathematics and writing.

Planning for the Reception Year has been improved since the last inspection and is now based on the Foundation Stage curriculum. However, there is an imbalance in the experiences that children have. Sessions in the morning tend to be rather formal. Learning is more purposeful in the afternoon because the children choose from a range of creative practical activities.

Curriculum and other activities

Grade: 2

The school has successfully embraced recent national initiatives to broaden the way the pupils learn. Pupils use and improve their writing skills in science and history topics, and some lessons include drama and role-play to link writing with speaking. Particularly good opportunities in sport and music develop pupils' skills and bring motivation and enjoyment. Participation levels are high. For example, about 50 pupils attend the after-school choir. Pupils' understanding of citizenship and decision-making skills is developed well through the school council. A wide range of interesting visits within the locality, for example, to the post office, church and mosque, make a significant contribution to the pupils' awareness of the wider community.

Care, guidance and support

Grade: 3

Parents rightly view the school as a welcoming and friendly community in which their children feel well looked after. The school's procedures for ensuring the safety of all pupils are rigorous and staff work hard to create a positive atmosphere where every child matters. Pupils feel confident that they can talk to staff and will be listened to if they are upset or worried. For example, many parents commented on the very good

induction to the Reception class, which enabled their child to get off to a good start no matter what pre-school experience they had.

Good provision for pupils with learning difficulties ensures that they make good progress. Individual needs are fully catered for and parents appreciate the good communication which helps them to support their own child. Academic guidance is not as strong for other groups of pupils. Targets are set every half term, but these are not translated into small steps to guide the pupils' progress on a daily basis. This has the greatest impact on the more able, who with more challenging targets could progress more quickly.

Leadership and management

Grade: 3

The new headteacher has a clear vision for the future of the school based on an accurate evaluation of its strengths and weaknesses. To achieve this vision, the headteacher has recently appointed a new senior management team who have a good mix of expertise and who work well together. As yet, however, there has not been sufficient time for the headteacher and senior team to impact fully on the areas identified for improvement, in particular on achievement and teaching, and so leadership and management are satisfactory. The headteacher has put considerable effort into improving the accommodation and developing the roles of the staff. She has also been involved in thorough monitoring of teaching, planning and pupils' work but this responsibility is not yet a key feature of the role of all managers.

Governors know the school well but they do not yet play a full role in holding the school to account for standards. Their monitoring has improved since the previous inspection and they give effective support.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

Text from letter to pupils explaining the findings of the inspection

My colleague Mrs Pike and I visited your school recently to check how well you were getting on. We found out that your school provides you with a satisfactory education and has some good features.

Like you and your parents, we think the headteacher, teachers and governors have made your school into a lovely place to work in. You told us that you are very happy at school and that you like your work and teachers. You work hard in lessons, and most of you do well most of the time. You do particularly well in some of the lessons where you do practical things like playing ocarinas or making models. Most of you are doing well with your reading, but some of you could do better with your writing and mathematics. Most of you have good targets to aim for each half term, but sometimes you are not sure what you need to do to get better each week.

You get on really well with each other and you are very sensible in the way you do jobs around the school, like being 'buddies' or being on the school council. Your teachers work hard to make lessons interesting for you, for example by using whiteboards and doing drama. They also give you exciting things to do after school, like learning new songs in the choir and doing sports. You know a lot about how to be fit and healthy and how to stay safe, and gain a lot of confidence from being at the school.

There are two main things the headteacher, governors and teachers could do to make your school even better. One is to make sure that those of you who learn quickly get even better at your writing and mathematics. The other is to provide work which always challenges you.