



Broadmoor Primary School

Inspection Report

Unique Reference Number 109812
Local Authority Bracknell Forest
Inspection number 288501
Inspection dates 6–7 February 2007
Reporting inspector Ann Debono

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

Type of school	Primary	School address	Lower Broadmoor Road
School category	Community		Crowthorne
Age range of pupils	3–11		RG45 7HD
Gender of pupils	Mixed	Telephone number	01344 772034
Number on roll (school)	196	Fax number	01344 750498
Appropriate authority	The governing body	Chair	Mr J R Roberts
		Headteacher	Mrs D M Edwards
Date of previous school inspection	14 January 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Broadmoor School is a smaller than average primary school. It has a single form of entry. Most pupils are from White British families, with a few minority ethnic groups also represented. The profile of the school is changing with increasing numbers of pupils joining the school requiring speech and language support. A below average proportion of pupils qualify for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Broadmoor Primary School provides a satisfactory education for its pupils. The headteacher is highly regarded by the school community. She is ably supported by an experienced staff team. Her leadership gives priority to caring and pastoral support for children and their families. This has been important to meet the changing needs of the school community. Staff and governors share this vision. This is evident in the calm and caring environment established for learning.

Children join the school with skills broadly in line with those expected for their age. Good provision in the Foundation Stage is maintained in Key Stage 1 so that the standards reached in tests at the end of year 2 are just above the national average in English and mathematics. However, the standards in the Year 6 tests fell in 2004 and 2005. The school addressed this by introducing a range of provision and resources to improve basic skills. For example, a successful whole school development of mathematics problem solving, speaking and listening activities and reading comprehension has begun to reverse this downward trend. School data shows that achievement is improving for pupils as a result. English results in 2006 were just above national average whilst those in mathematics improved but remained just below average. Progress shown in lessons and pupils' work also shows that achievement is now at least satisfactory.

The school has provided a greater challenge for the more able which has helped to raise attainment in these subjects for such pupils. The emphasis upon better reading, recording skills and practical investigations has improved the quality of teaching and learning in science. However, standards in science are significantly below the national average and have not improved at the same pace as those in English and mathematics.

Leadership and management are satisfactory. The school improvement plan does not emphasise key priorities to raise standards. The school keeps information on pupils' performance, but this is not rigorously analysed or brought into teachers' planning. Subject leaders engage in monitoring activities and lesson observations but the evaluation of this information is not sharply focused enough upon subsequent specific actions or targets to improve standards significantly. Pupils themselves are not involved in target setting to improve their work further. These are the key areas for action to improve the school further. The schools' improvement since the last report and capacity to improve further are satisfactory.

Pupils are very well behaved and are kind to each other and say they enjoy coming to school. Almost all of them are interested in their work and consistently try hard. Year 6 pupils take pride in their many positions of responsibility in school. Relationships between adults and pupils are very positive and there is sensitivity to the needs of individual learners. Consequently, pupils' personal development and well-being are good. Pupils have a good secure knowledge of how to live safe, healthy lifestyles and are well prepared for their future life.

An overwhelming majority of parents view the work of the school very positively. One parent said, 'It is a pleasure to see my son smile and run into school every morning'.

The curriculum which the school offers helps bring this about, because it is enriched with interesting activities.

What the school should do to improve further

- Involve pupils more in target setting to improve their work.
- Develop the use of assessment, monitoring and tracking information about pupils' progress so that it is used consistently to raise standards.
- Improve progress in English, mathematics and science, especially in the junior classes.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. Children join the school in the Nursery with broadly average skills for their age although a minority have speech and communication difficulties. This is addressed by an effective speech and language support programme. As a result of good teaching almost all children meet the expected standards by the end of the Reception year. Achievement in the Foundation Stage is good. Pupils sustain this good progress to achieve just above average standards at the end of Year 2.

Standards reached by pupils in Year 6 over the last three years in English mathematics and science declined but have now begun to rise again. Pupils are now making at least satisfactory progress in English and mathematics. Standards in 2006 were broadly average. This is because of recent successful strategies to improve literacy and numeracy skills through links with other curriculum areas and improved teaching. Achievement in science is significantly below average.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school, behave well and work hard. Their spiritual, moral, social and cultural development is good. Pupils' concern for one another is evident in the playground, where they play well together and are quick to offer comfort if someone gets hurt. Pupils' support for a range of charities demonstrates a strong empathy with people in less fortunate circumstances. They know how to keep safe, for example when crossing the road. Pupils' eager participation in a variety of physical activities shows that they know the importance of fitness and value exercise. They are aware of the dangers of too much junk food; as one said, 'If you eat it, you should run it off'. Older pupils have a strong commitment to the school and carry out a range of responsibilities willingly, through acting as 'buddies' for younger pupils, mediating in playground disputes and feeding back ideas from each class. They make an excellent contribution to school life. These experiences, together with pupils' basic skills and increasing confidence in sharing ideas provide a sound basis for their future education and economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning mean that the rate of pupils' progress is accelerating. The quality of teaching has improved due to a focus upon increasing the pace of learning for pupils, training assistant staff to teach groups more effectively and involve children more in practical lessons with greater opportunity for speaking and listening. This is underpinned by well established good relationships, so that the atmosphere in lessons is purposeful. In the Foundation Stage, children develop good attitudes to learning and this is sustained as they move through the school. Pupils say that teachers try to make learning fun. In a Year 3 science lesson, the teacher adopted the role of a Saxon woman and drew out pupils' understanding of the properties of modern materials. Teachers use interactive whiteboards very effectively. Teaching assistants make an important contribution to lessons. In a Year 2 lesson the assistant provided good support to assist pupils' descriptive writing using similes and metaphors on the computer. Pupils are encouraged to take some responsibility for their own learning and teachers set individual targets for them. However, this strategy is inconsistent. Not enough reference is made to pupils' targets during lessons or in marking to provide a clear idea of what they need to do to improve.

Curriculum and other activities

Grade: 2

Pupils benefit from a wide range of activities which support their learning and personal development. Links between subjects help to sustain pupils' interest and provide opportunities for them to practise and consolidate their numeracy, literacy, and information and communication technology (ICT) skills in meaningful contexts. French is popular and provides a further dimension to pupils' learning. Whole school themed events and visits supported by homework projects engage pupils in more exciting and creative learning. An increasing emphasis on practical activities in science is helping to improve pupils' knowledge and understanding and to predict, observe and draw conclusions. Work is often set at different levels to enable all pupils to succeed, although planning does not always take sufficient account of their prior learning.

Care, guidance and support

Grade: 3

Care, support and guidance are satisfactory. Pupils are looked after very well and support for their personal development is good. Pastoral support is effective. Parents are encouraged to accompany their children into the infant classes and this provides pupils with a strong sense of security. Pupils' well-being has a high priority. They are carefully supervised during playtimes by adults and through the buddy system. The school is quick to respond to parental concerns and, when necessary, acts as a powerful advocate for vulnerable children.

Although pupils' academic progress is tracked reasonably well, assessment information is not used systematically enough to provide pupils with a clear idea of how to improve. Some pupils have individual targets inside their workbooks but not all teachers make sufficient reference to them during lessons or when marking.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has the support of the staff team and governing body. Her effective leadership has created good teamwork which centres upon an ethos of care for children. The school is calm, behaviour is good and the learning for children is consistently well organised.

The school is aware of the declining trends in the achievement of pupils and progress has been made to reverse this trend. Staff have introduced a range of provision to broaden learning opportunities for children. There is a range of initiatives to tackle underachievement in key areas throughout the school. However, the school does not check that this provision is raising standards. The use of tracking information about pupils' progress is not transferred into challenging performance targets to raise standards significantly.

The work of the governing body is good. They challenge the outcomes of school improvement initiatives and allocate resources strategically to meet current priorities. Their statutory responsibilities are met and safeguarding learners meets current government requirements.

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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	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
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	3
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	3

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	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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	3
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	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

Text from letter to pupils explaining the findings of the inspection

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to and welcome the inspectors to Broadmoor School. There are some things in this letter which will let you know how well the school is doing and other areas which we feel the school will need to work on. You will have an important part to play in this too.

The school is providing a satisfactory education for you. Your headteacher and her staff have made the school a very caring and safe place for you. You have good relationships with all the staff in school and with one another. Overall the behaviour of most of you in lessons, in assemblies and at lunch time is very good. Year 6 in particular are very good at taking responsibility for many jobs around the school and you are involved in the school too through you circle time discussions.

We looked at your work and think that your school needs to improve these things:

- you need to make better progress in English, mathematics and science especially in the junior classes
- you need to be more aware of your targets and work to reaching these in lessons to do as best as you can
- there is good teaching in your classes but we think that your teachers can share their good work so that your lessons and what is expected of you is more similar throughout the school.

We enjoyed being in your school. We hope that in the future it is successful in helping you to do as well as you possibly can.

Yours sincerely

Ann Debono

Lead Inspector