



Broadway, St Mary's Catholic Primary School

Inspection Report - Amended

Unique Reference Number 116871
Local Authority Worcestershire
Inspection number 290662
Inspection date 20 September 2006
Reporting inspector Alison Grainger

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

Type of school	Primary	School address	Leamington Road
School category	Voluntary aided		Broadway
Age range of pupils	4-11		WR12 7DZ
Gender of pupils	Mixed	Telephone number	01386 853337
Number on roll (school)	62	Fax number	01386 854753
Appropriate authority	The governing body	Chair	Richard Ellis
		Headteacher	Jacqui Le Maitre
Date of previous school inspection	27 November 2001		

Age group 4-11	Inspection date 20 September 2006	Inspection number 290662
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school draws its pupils from the village of Broadway and the surrounding area. Most pupils are from relatively advantaged backgrounds and are of White British heritage. The percentage of pupils with learning difficulties is below the national average. When children start in the Reception Year, almost all have attainment at least at the level expected for their age.

The school has recently gone through an unsettled period in its leadership and staffing. The headteacher took up her post in January 2006. At the time of the inspection, one teacher had been in the school for a year and the others, including the deputy headteacher, were newly appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils and their parents are right in saying that this is a good school. Although it has been through a recent period of uncertainty, it is not only back on track and serving its pupils well, but it is also continuing to improve rapidly. The main reason why the school is doing well is that the leadership and management are good. The headteacher has high expectations of staff and pupils and provides an outstandingly clear educational direction for the school. Strengths are built on and shortcomings are tackled. Everyone is pulling together to move the school on, including governors, staff and pupils.

Pupils' achievement is good in relation to their starting points and capabilities. Standards are significantly above the national average by the time pupils leave at the end of Year 6. Pupils also make good progress in their personal development, including their spiritual, moral, social and cultural development.

Pupils enjoy school a lot, look out for each other and want to do well. They gain a good understanding of the importance of a healthy lifestyle and how to keep safe. They are proud of their school and their behaviour is often, as one pupil said, 'impeccable'. In particular, pupils really appreciate the small class sizes and the good amount of attention the adults give to each one of them. In this school, every child matters. Good care, guidance and support begin as soon as children enter the Reception Year, where other aspects of provision are also good.

Many exciting and stimulating activities are provided in addition to lessons. Pupils speak enthusiastically about events such as arts week. Clubs taking place after school, visits out and visitors add interest to day-by-day lessons and make a considerable contribution to pupils' progress and personal development. Pupils gain a good awareness of the needs of others, such as through raising funds for charities. They contribute well to the school and wider community and undertake responsibilities conscientiously. Although they are well prepared for their future lives, their understanding of modern multi-ethnic society is a relatively less well developed area.

Good teaching, as well as a good curriculum, supports pupils in doing well. Even though there are some instances of outstanding teaching, the school recognises that there is some inconsistency in how well pupils are challenged. Getting the level of challenge right is particularly important considering the number of very capable pupils in the school. Although teachers' marking tells pupils what they are doing well, it does not always do enough to tell them clearly enough how to improve their work.

What the school should do to improve further

- Ensure that teaching consistently challenges all pupils fully and that marking tells pupils clearly how to improve their work.
- Increase opportunities for pupils to develop their understanding of a modern multi-ethnic society.

Achievement and standards

Grade: 2

Standards at the end of Year 6 are significantly above the national average. In 2005, for example, pupils' results in the national tests were exceptionally high. These high standards reflect the good progress pupils make from the start of Year 3 to the end of Year 6. Achievement is good, with examples of exceptional progress. The pupils who left in 2005, for instance, had made exceptional gains in English. Strong performance was maintained in 2006.

Children make a good start in the Reception Year. Those now in Reception are on course to exceed the standards expected for their age. The school's results indicate that pupils in Years 1 and 2 made satisfactory progress last school year in reading, writing and mathematics. Overall standards at the end of Year 2 are slightly above average. The school recognises that, with so many capable pupils, there is the potential for standards to be raised in Year 2.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils develop into mature and responsible young people who are well prepared for their future lives. They are aware of the importance of safe practices, such as in moving about the school sensibly, and have a good knowledge of how to keep fit and healthy.

Relationships among pupils and between pupils and adults are very positive. Pupils make a significant contribution to the school and wider community. Those in Years 5 and 6, for example, conscientiously undertake their roles as playground buddies. They work hard to ensure that the youngest children settle in and look out for anyone who might need a bit of extra support. School Council members are effective in representing their classmates.

Behaviour and attitudes to learning are often exceptionally good. It is only occasionally, for instance, if the pace of a lesson slackens, that pupils do not maintain full involvement. Whilst their spiritual, moral, social and cultural development is good, pupils' awareness of the multi-ethnic nature of modern society is a weaker area.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is a major reason for the standards pupils attain by the time they leave the school. Teachers are clear about what they want pupils to learn. They share the purpose of lessons with their classes so that pupils know what they are aiming to achieve. Subject knowledge is secure and there is accurate teaching of basic skills.

Most lessons proceed at a good pace, with effective teamwork of teachers and teaching assistants.

Whilst there is some particularly strong teaching, such as in Years 5 and 6, teaching does not consistently move learning on at a good rate in all lessons. Not all activities sufficiently challenge the many capable pupils. There are also times when the momentum of a lesson falters, such as when resources are not out ready for pupils and they have to wait.

Curriculum and other activities

Grade: 2

The good curriculum contributes significantly to pupils' personal development as well as to their progress in subjects such as English, mathematics and science. In the Reception Year, all areas of learning are covered well, with effective use of both the indoor and outdoor areas. The right balance is struck between activities that are closely managed by adults and those that children select for themselves from a range provided.

The range of opportunities for pupils to attend clubs, go on visits and learn from visitors to school is particularly impressive. The residential visit for Year 5 and 6 pupils builds teamwork and helps them to gain awareness of their inner resourcefulness. Although pupils are introduced to world faiths in lessons and, for example, during arts week, the curriculum does not sufficiently develop understanding of modern multi-ethnic society.

Care, guidance and support

Grade: 2

The good care, guidance and support contribute well to pupils' personal development and the standards they attain. All staff know the pupils well and each individual matters. A high priority is given to pupils' safety. Child protection arrangements are robust and pupils feel safe and secure at school. Pupils know that they have an adult to whom they can turn should the need arise. Pupils are taught how to be safe and, for instance, about the importance of a healthy diet.

All pupils have a voice in the school through the School Council. This, and the extent to which older pupils are given responsibility, contributes to their sensible attitudes and their capacity for initiative. Pupils are well prepared for their future lives.

In all classes, pupils' work is marked and pupils are told when they are doing well. Written comments are not consistently effective, however, in telling pupils what they need to do next to make more progress.

Leadership and management

Grade: 2

After a period of instability, good leadership and management are rapidly moving the school onwards and upwards. Self-evaluation is accurate and effective and the school has good capacity for improvement.

The headteacher provides an outstandingly clear educational direction. She has high expectations and does not shirk from tackling weaknesses that adversely affect pupils' experiences, particularly in teaching. She also recognises and builds on strengths effectively.

Governors are effective in holding the school to account and also provide the right level of support. They too have shown determination in tackling shortcomings and understand clearly what the next steps are that the school needs to take. Their understanding of the school's strengths and weaknesses is good.

The new teachers have settled in well and there is already good teamwork. Staff know that they are all accountable for pupils' progress and the standards they attain. The Reception class provision is well led by the teacher, who has been in post for a year. Other teachers already have allocated responsibilities. The school recognises the importance of developing leadership and management roles once the team is more established.

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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?	2
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	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?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
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	2
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?	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?	2

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?	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 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	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

Text from letter to pupils explaining the findings of the inspection

Thank you for making me welcome when I visited your school. I enjoyed talking with you and finding out about your school. The older pupils and School Council members were very informative. They told me that you think your school is good, and they are right.

You do well with your school work and also make good progress in your personal development. Behaviour is good and often 'impeccable,' as one of the younger children said. I saw that almost all of you enjoy school a lot and that you look after each other well. By the time you get to Years 5 and 6 you are very mature and responsible young people.

All the adults look after you well. The way in which they know every one of you as an individual is impressive. The teaching is good and you have many interesting activities in addition to your daily lessons. The headteacher, other staff and governors are all working well together to make your school even better.

I have asked the teachers to ensure that all the activities in lessons are challenging enough for all of you. Although your teachers tell you what you are doing well, I have asked them to make sure that their marking always tells you how to improve your work.

It would be interesting for you to learn more about the many different backgrounds of people living in Britain today. I have asked your teachers to give you more opportunities to do so. This will help to prepare you for all the different people you are likely to meet as you grow older.

Keep working well with each other and the adults in school. Thank you once again for your help.