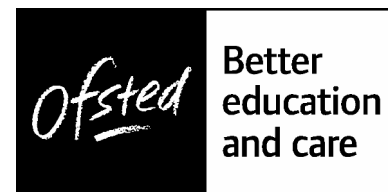


Nord Anglia Inspections
Anglia House
Carrs Road
Cheadle
Stockport SK8 2LA

T 0161 491 4191
F 0161 491 9677

Ofsted helpline
08456 404045



25 January 2007

Mr M Dootson
Headteacher
Broadacre Primary School
Wawne Road
Bransholme
Hull
HU7 5YS

Dear Mr Dootson

OFSTED MONITORING OF SCHOOLS WHOSE OVERALL EFFECTIVENESS HAS BEEN JUDGED SATISFACTORY

Thank you for the help which you and your staff gave when Angela Headon HMI and I inspected your school on 24 January 2007, for the time you gave to our phone discussions and for the information which you provided before and during our visit.

As a result of the inspection on 11-12 January 2006, the school was asked to make improvements in: pupils' standards in reading and writing; monitoring and evaluation; curriculum planning especially with regard to mixed age classes, and the use of assessment to improve planning and challenge the more able pupils. Pupils' attendance was also judged inadequate and in need of improvement.

Having considered all the evidence I am of the opinion that at this time the school is making inadequate progress in addressing the issues for improvement. Ofsted will continue to monitor the school's progress on the issues where improvement has so far been inadequate.

Standards in reading and writing at the end of Key Stage 1 in 2006 were below those found nationally, significantly so in writing where there was a sharp fall; very few pupils reached the higher levels and girls' attainment was much lower in writing than in reading. Standards in English at the end of Key Stage 2 rose slightly in 2006 and were closer to the national average than in the previous two years. However, over the last three years progress in English between the ages of 7 and 11 has been consistently well below national expectations although mathematics, in comparison, has been broadly average. The school is rightly concerned about the sharp fall in standards in

science and progress in science is now inadequate, which has weakened pupils' overall progress.

The school is in the process of changing its approach to the teaching of literacy which is intended to place greater emphasis upon writing in particular. There is a tendency to see a particular scheme as the problem, whereas there are a number of interim steps that could be consolidated. Inconsistencies in planning, assessment and the use of data at scales from whole school to individual pupil are still holding back progress rather than helping to accelerate it. Pupils do not always know what they must do to improve or fully understand the purpose of activities. As a result, the actual progress made by pupils in literacy lessons is too varied at present.

The reason for this is that the school has not sufficiently improved its monitoring and evaluation work since it was judged inadequate last time. Although it is starting to raise the profile of monitoring as a tool leading to improvement, current practice is too limited and evaluation is weak. Monitoring does not always lead to a clear picture – the school has found 86% of lessons to be good or better in the last year but its self-evaluation judges teaching and learning to be satisfactory. The importance of monitoring in establishing consistency has been underplayed, as a result of which important areas like planning vary in quality from class to class. Since monitoring is still at the development stage, evaluation is also patchy; there is, for example, no evaluation of subject areas or particular aspects of teaching practice. Links between assessment and evaluation are not robust enough. Minutes of staff meetings are not structured effectively to contribute to a wider sense of leadership in seeking improvement. Recent local authority visits identified areas of inadequate practice in the school's governance and this has led to some improvements.

Assessment procedures are not rigorous enough and are not used systematically to evaluate teaching and inform future planning. In practice, there is a lack of consistency in subject areas and in the use of data in lessons related to tracking and target setting. Lesson objectives are not used to provide a range of challenges for all groups of learners. Many pupils are not clear what their specific targets are and the school lacks strategies to ensure this. There are examples of good marking of pupils' work, but this is not found throughout the school. In general, not enough use is made of developmental comments to enable pupils to understand how to improve.

Curriculum planning is developing with a focus on mixed age classes and higher attaining pupils. An annual cycle of planning now exists and the 'Success for All' literacy programme is being reviewed. However, a curriculum that fully challenges pupils of all abilities is not yet in place. The quality of planning is variable. There is an inconsistent approach which has resulted in a limited range of experiences, resulting in too few interesting challenges for pupils.

Attendance was judged to be inadequate at the time of the last inspection. At the present time, attendance is about 1% higher than at the same time last year. This is an encouraging improvement.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Adrian Gray
Her Majesty's Inspector