

Broadheath CofE Primary School

Inspection report

Unique Reference Number	116787
Local Authority	Worcestershire
Inspection number	312403
Inspection date	21 January 2008
Reporting inspector	Jonathan Sutcliffe

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	144
Appropriate authority	The governing body
Chair	Graham Harker
Headteacher	Jennifer Taylor
Date of previous school inspection	29 September 2003
School address	Sailor's Bank Lower Broadheath Worcester WR2 6QT
Telephone number	01905 640285
Fax number	01905 641923

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Broadheath Church of England Primary is smaller than the average primary school. It serves a predominantly rural area and pupils travel from surrounding villages to attend the school. Very few pupils are eligible for free school meals. The proportion of pupils identified as having learning difficulties and/or disabilities is broadly average. Almost all pupils are from White British backgrounds.

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 that has improved considerably since the appointment of the headteacher in January 2007. It gives its pupils a good standard of education. This is how the school rightly sees itself. One parent's comment echoed the views of many: 'It is a fantastic school and I wouldn't want my child anywhere else'. The pupils' good personal development results from the high levels of care, support and guidance they receive. All staff promote pupils' safety and well-being and pupils reflect this by showing care and consideration for each other. They have positive attitudes to learning and their behaviour is good. Pupils' attendance is well above average. They gain a good understanding of how to make positive choices and understand how to keep safe. Pupils with learning difficulties and/or disabilities receive good support. Pupils are interested in their work and want to do well because the well-planned curriculum is enriched by additional activities that extend pupils' experiences and skills. Good provision exists for pupils to acquire skills in information and communication technology (ICT). However, they have limited opportunities to use these skills to support their learning across the wider curriculum. Children's attainment when they start school is varied, but most start with skills that are typical for their age. As they move up through the school, good teaching ensures they make good progress, and by Year 6, standards are above the national average. Pupils with learning difficulties and/or disabilities generally make progress in line with their classmates. Children receive a positive start to their education in the Foundation Stage because of the good curriculum and teaching. In Key Stage 1, this good progress continues and standards by the end of Year 2 are consistently above average. In Key Stage 2, most pupils make good progress although for the last two years there has been a fall in standards, particularly in mathematics. Standards are improving this year, although the school still recognises the need to raise them further in mathematics by improving the quality of teaching. The headteacher is successfully implementing action plans to accelerate progress. For example, systems to target pupils' achievement and to monitor the progress of all groups more thoroughly have been implemented and are having a positive impact on performance.

As a result of good leadership and management, the headteacher, together with a committed staff, has been successful in promoting the 'family atmosphere' at the school, an ethos which is highly valued by the parents. Many parents commented on how much progress the school has made over the last year. The school has developed well since its last inspection and has the capacity to improve even further.

Effectiveness of the Foundation Stage

Grade: 2

Children start school with knowledge and skills that are typical for their age. They make good progress in Reception because teaching is good. Most reach the expected goals as they enter Year 1, with a few exceeding them. Thorough induction procedures ensure that children settle quickly into school routines. They are happy and well cared for in a secure, attractive learning environment. Planning is good, with a varied range of practical activities engaging the children's interest. Children show positive attitudes to their learning and behave well. Outdoor areas are used well, especially the purposely constructed Forest area, which effectively provides opportunities to study many curriculum areas. Children's progress is regularly monitored and work is well matched to their needs. Not enough care is taken, however, in assessing children's standards accurately enough. The good improvements in leadership and management since

the last inspection have had a positive impact on improving the achievement of children's language skills.

What the school should do to improve further

- strengthen teaching in mathematics so that pupils make similar progress to that in English in Years 3 to 6
- ensure information and communication technology is used to support learning in all curriculum areas.

Achievement and standards

Grade: 2

Pupils make good progress as they move up through the school and achieve well. By the time they leave in Year 6, standards are above average. There are no significant differences between the performances of boys and girls. Pupils with learning difficulties and/or disabilities make good progress because they are supported well by teachers and classroom assistants.

Pupils make good progress in Key Stage 1. By the end of Year 2, standards in reading, writing and mathematics are above the national average. The school's strong focus on developing pupils' knowledge and skills in writing has resulted in a much higher proportion reaching the higher levels.

Standards at the end of Key Stage 2 have fallen for the last two years and were below average in 2007. This is largely due to a higher number of pupils with learning difficulties and to staff changes. Additional support, guidance and improved assessment of how the pupils are performing are now helping to raise standards. Pupils' achievement in Year 6 is now much higher, especially in reading and writing.

Personal development and well-being

Grade: 2

Pupils behave well and have positive attitudes to their work. They play cooperatively and are polite. Their spiritual, moral, social and cultural development is good. Pupils' enjoyment of school is reflected in their excellent attendance. They respect the rights of others to learn and are supportive of each other. Pupils clearly understand what precautions they should take to keep themselves safe. Several of the older pupils act as 'buddies' to the younger pupils. Their support for the school community is strong. There are good links with the church and Worcester Cathedral. The school council discusses suggestions from their classmates, such as the development of playground facilities. The eco-committee raises awareness of environmental issues and has an impact on recycling issues. Pupils eat sensibly and take plenty of exercise to help them stay fit. Their good basic skills and personal qualities prepare them well for the future. However, pupils have limited opportunities to acquire business skills.

Quality of provision

Teaching and learning

Grade: 2

Teachers have competent subject knowledge and a clear understanding of the pupils' learning needs. These strengths are put to good use to plan lessons that interest, motivate and support pupils to make good progress. For example, in a Year 6 literacy lesson, pupils discussed and

then wrote enthusiastically about their recent visit to a Victorian museum. Teachers teach English well. They set tasks at the correct level to challenge pupils of all abilities. However, this is not always the case in mathematics in Key Stage 2. Where tasks are matched well to their needs, pupils settle to work quickly and independently, and succeed on their own. Teachers create positive relationships within the classroom. They set a good example for pupils by respecting and valuing everyone equally. As a result, pupils' behaviour and attitudes in all classes are good. Teaching assistants make a strong contribution to pupils' learning and they are particularly skilled in supporting pupils with learning difficulties and/or disabilities. Marking is good in most classes and, where it is most effective, teachers advise pupils well how to improve and plan their next steps in learning.

Curriculum and other activities

Grade: 2

The good curriculum is adapted well to cater for mixed-age classes. Appropriate emphasis is placed on developing the basic skills in literacy and numeracy. An increasing integration of subjects enhances pupils' learning, and skills in writing are used effectively to promote progress in other subjects. However, there are limited opportunities for pupils to use ICT to support their learning across the curriculum. Educational visits enrich the curriculum well. The residential visit to Malvern, for example, promotes initiative and team-building. A good range of additional activities is offered to pupils. These include a number of sports clubs, supporting the school's strong commitment to keeping pupils healthy. Pupils in Key Stage 2 have the opportunity to learn French. Curriculum theme days, such as International Week and Arts Day further enhance the quality of the curriculum.

Care, guidance and support

Grade: 2

Parents are rightly happy with the way the school cares for their children. There are effective procedures for keeping the pupils safe. Arrangements for safeguarding, child protection and risk assessment are in place and the school has a robust approach to medical care and records. Pupils indicate there are very few instances of bullying and that these are usually resolved quickly. Academic support is effective in Key Stage 1. In Key Stage 2, there has not been a sufficiently rigorous approach to ensure all pupils meet their expected targets. Pupils with learning difficulties and/or disabilities are supported well in their learning, which enables them to make similar progress to their peers. Induction procedures are thorough and there are close links with the local secondary schools.

Leadership and management

Grade: 2

The headteacher has a very clear view of the school's strengths and areas for development. Together with the deputy headteacher, she has brought about a drive for continual improvement and provided a positive lead to resolve the recent dip in standards and achievement at Key Stage 2. Good use has been made of local authority consultants to provide advice and guidance to staff, which is now beginning to have a positive impact. However, there is more to do to ensure that pupils' progress is accelerated in mathematics.

The governing body provides good support to the school. They are now beginning to monitor the school's performance and focus their visits on agreed priorities. Curriculum co-ordinators manage their subjects well and have opportunities to reflect on the strengths and areas for development. However, their role in monitoring standards and performance is still underdeveloped. The school has an accurate understanding of its own effectiveness and how it can be improved. Teaching and learning are monitored by senior and middle leaders. This ensures there is a developing understanding of how pupils are performing. Clear plans to address the recommendations from the last inspection have helped the school move forward and ensure it is able to improve further. Parents are positive about the school and make a good contribution towards their child's learning. They have good opportunities to share their views and to contribute towards the school's self-evaluation process.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	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.

Annex A

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 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 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

Dear Pupils

Inspection of Broadheath Church of England Primary School, Lower Broadheath, Worcester, WR2 6QT

As you know, we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how much you enjoy coming to school. This letter is to tell you what we found. You go to a good school that helps you make good progress and do well.

What we liked about your school:

- the youngest children are provided with a good start to the school in the Reception class
- you are very polite, helpful and friendly
- your attendance at school is excellent; you behave well and thoroughly enjoy all aspects of school
- teachers plan interesting lessons and you have a good range of visits, visitors and clubs in which many of you enjoy taking part
- the staff look after you well and give you good support
- the headteacher and other staff lead and manage the school well.

What we have asked the school to do now:

- ensure those of you in Key Stage 2 do better in mathematics
- give you more opportunities to use your ICT skills in all other subjects.

We thoroughly enjoyed listening to you and watching you learn. We hope the older pupils will try even harder in mathematics. We wish you all well in the future.

Yours sincerely

Jonathan Sutcliffe Lead inspector

22 January 2008

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