

Broseley CofE (Controlled) Primary School

Inspection report

Unique Reference Number	123523
Local Authority	Shropshire
Inspection number	314623
Inspection dates	19–20 September 2007
Reporting inspector	David Carrington

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	163
Appropriate authority	The governing body
Chair	Howard Davies
Headteacher	Jonathan Pygott
Date of previous school inspection	22 September 2003
School address	Dark Lane Broseley TF12 5LW
Telephone number	01952 882673
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Broseley CE Primary School is a smaller than average primary school. Most of the pupils come from the town and its neighbourhood, which shows an average mix of social and economic backgrounds, although there are pockets where families experience considerable hardship. The proportion of pupils with learning difficulties and/or disabilities is around the expected level. Hardly any pupils speak English as an additional language. The majority of pupils come from White British backgrounds. There has been a significant change of staff in the last two years and a new deputy headteacher started at the beginning of this term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents at Broseley CE Primary School are unanimous in their praise for the education their children receive. One parent expressed it as, 'I feel proud, pleased and happy that my daughter attends such a well committed school.' It fully deserves its reputation as a good school where pupils achieve well and standards are rising steadily.

The parents recognise that the great strides forward taken by the school are the result of the headteacher's outstanding leadership. He has established a team approach to improvement that draws on the expertise, enthusiasm and experience of staff, governors and parents, all of whom feel valued for their contribution. The community spirit in school is reflected in the pupils. They support and care for each other and encourage others to do well. Across the school community there is tremendous pride in the pupils' many achievements.

Pupils are taught well. Lessons are brisk, productive and purposeful. They stimulate the pupils' imaginations, creativity and investigational skills. Because the good curriculum is rooted in hands-on experience, pupils achieve well and reach average standards from their below average starting points in the Foundation Stage. Standards rose considerably in Years 1 and 2 last year and are now above average at the age of seven. These younger pupils have a firm platform to achieve from.

Improvement has been good since the previous inspection and especially so in the Foundation Stage. This stage, like the others, is well led and the children there benefit from a variety of activities that widen their horizons considerably.

Leadership and management are good and well rooted in accurate self-evaluation. Priorities for future development are chosen wisely. Whilst senior leaders are taking an increased responsibility for the quality of provision and pupils' achievement, the role of middle managers is not yet defined clearly. The school knows itself well and there is good capacity to take the next steps in improvement.

Broseley is a busy school. The programme of out of school activities is excellent and builds successfully on the very strong links the school has forged with the community, other schools and a variety of support agencies. The partnership with parents is second to none because of the beneficial impact it has on pupils' learning. In all the activity, pupils' wider needs are not forgotten and the quality of care, guidance and support is good. All pupils are safeguarded thoroughly. Academic guidance is reliable, although the helpful target setting and progress tracking system does not include consistent sharing of pupils' individual targets or the identification of what is needed to reach the next level.

Pupils' personal development is given high status in school. They are very well behaved, pleasant and polite pupils who work hard to be healthy and are mindful of keeping safe. They develop a raft of skills that will be of great help when they are older. This process starts in the Foundation Stage, where children's personal, social and emotional development is especially successful. The school's many links with people and schools overseas contribute strongly to the pupils' outstanding appreciation and enjoyment of other cultures. Their spiritual, moral, social and cultural development is good. Attendance rates are average although the figure is affected by the number of holidays taken in term-time. Such absence means those pupils miss out on a wealth of experience while they are away.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage has moved ahead steadily since the school was inspected previously. It is well led and managed and the curriculum has been developed well to include opportunities for children to investigate, experiment and to take controlled risks under the careful supervision of the team of staff. The adults intervene successfully to encourage, question and extend the children. Their learning is successful because it is based on effective teaching. The children grow in confidence and self-esteem and thoroughly enjoy the many things they meet in school. Achievement is good and pupils move from a broadly below average starting level to the expected level of skills and knowledge by the time they leave Reception. Children's skills of calculation are, however, not as strong as those in the other areas.

What the school should do to improve further

- Broaden the target tracking system to focus on what individual pupils need to do to reach the next level in their work.
- Strengthen middle managers' role to include the evaluation of the quality of education and achievement of pupils.
- Work with parents to reduce the number of holidays taken in term-time.

Achievement and standards

Grade: 2

Standards are rising well. Children start the Foundation Stage with below average skills and knowledge. They make good progress through Reception and join Year 1 with average standards. The good progress continues in Years 1 and 2, resulting in above average standards by the age of seven.

Pupils make good progress from Year 3 onwards. Because standards at the end of Year 2 are now above average, there is clear potential in the future for standards at the age of 11 to rise beyond the current average level.

Pupils with learning difficulties and/or disabilities achieve well. Their good progress is the result of well targeted support from teaching assistants and the carefully planned small steps in learning. More able pupils are challenged well and they rise to the demands made of them. Over the last two years the school has successfully increased the proportion of pupils reaching the higher Levels 3 and 5.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils is good. They enjoy coming to school and have positive attitudes to learning and to each other. The personal, social and emotional development of children in the Foundation Stage is good. Pupils develop their basic skills in literacy and numeracy well which prepares them successfully for life after school. Behaviour is good. Pupils report feeling safe in school and relationships with teachers are good.

The spiritual, moral and social development of pupils is good and they have a firm awareness of what is right and wrong. The school builds pupils' awareness and appreciation of other cultures and faiths very effectively. The participation of Year 5 pupils representing Ghana in a mock 'G8 summit' is only one of the many positive ways in which pupils learn about other

communities. Because of the strength of the links, pupils make an excellent contribution to the local community.

Attendance rates are average. Bullying is very rare and the school has procedures to take appropriate action should it occur. There is outstanding provision to promote healthy lifestyles. Pupils are encouraged to eat healthily at lunchtimes, and with support of the school council, only fruit and vegetables are allowed at break times three days each week. Fitness is promoted through many out of school clubs where pupils participate enthusiastically and energetically.

Quality of provision

Teaching and learning

Grade: 2

Teaching at Broseley is above all else consistently good across the school which has a positive impact on pupils' progress. Teachers have high expectations and provide ample challenge for all pupils. They manage behaviour effectively in a low key way that is neither threatening nor repressive. Teaching assistants are fully involved in pupils' learning and show considerable skill in supporting their good achievement.

Pupils' work is marked conscientiously although comments added to the work do not link clearly enough to pupils' targets. It is not always clear whether the pupil has met the target or succeeded in reaching the next level. However, staff give ample verbal encouragement and pupils respond well to their teachers. They like and respect the staff and work hard for them.

As in many other things in the Foundation Stage, teaching has been improved well and is of good quality. There is a well judged blend of teacher led and child chosen activity with a bias to practical investigation. This enables the children to make good progress right from the start.

Curriculum and other activities

Grade: 2

A major strength of the curriculum is its practical and investigational nature. The 'Forest School' project is a good example of the way the curriculum is being broadened to make it more exciting and enjoyable. The Foundation Stage curriculum has been improved well. Although not long in school, the reception children relish opportunities to prepare a party in the wood for the 'Three Bears' to sample secretly once they have returned to class.

Senior leaders are working currently to strengthen the use of information and communication technology across the curriculum, which they recognise is under-represented. Similarly they have prioritised development of cross-curricular links in order to enrich pupils' learning further.

In other respects curriculum enrichment is a strength of the school. Each week 25 different clubs and groups meet either at lunchtime or after school. Virtually every pupil from Reception to Year 6 takes part in at least one activity. The school draws on the talents of parents and members of the community as well as staff in this rich provision. The pupils benefit immensely, both academically and personally by joining in.

Care, guidance and support

Grade: 2

Pupils are given good care, guidance and support. The staff have a good knowledge of pupils as individuals and provide positive guidance on academic and personal matters. Nonetheless,

senior leaders recognise that more can be done to help pupils understand what they need to do next to move up a level in their work. Parents are very happy with the quality of care, and pupils appreciate that the school looks after them well. Measures to safeguard pupils are robust, effective and meet government requirements.

The staff are friendly and interested in the pupils' well-being. Their care and concern help pupils to develop their self-confidence and encourage them in their learning. The needs of vulnerable pupils are understood and well catered for, for example pupils with learning difficulties and/or disabilities are supported effectively in their learning and newly arrived pupils are integrated thoughtfully into school.

Leadership and management

Grade: 2

The school is most ably led by the outstanding, visionary headteacher. His high expectations for the school and its pupils have guided school development resolutely. The improvements introduced by the headteacher have had a positive impact on teaching, learning and pupils' achievement. Standards have risen well during the last two years because the targets set for standards are demanding and reflect the headteacher's high expectations.

The school knows itself well because performance data are used effectively. Senior leaders and the governors have an accurate and reliable understanding of the school's strengths and weaknesses and are influential in bringing about improvement. Middle managers do not have a clearly defined role and are insufficiently involved in the monitoring and evaluation of the school's work and pupils' achievement. Despite this the school is well set to move ahead further in the future.

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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?	1
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	3
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	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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

24 September 2007

Dear Pupils

Inspection of Broseley CE Primary School, Broseley TF12 5LW

What a welcome you gave us when we came to Broseley! We thoroughly enjoyed our time with you and saw many good things. Thank you for helping us to find out about your school. We think it is a really good place for you to learn.

In our report we have written about the many good things we found:

- All the staff of your school, the governors and your parents work superbly together to make your learning enjoyable and fun.
- You are taught well and your work is practical and interesting.
- Your work gets better every year and standards are improving well.
- Not many schools have such a rich variety of out of school groups and clubs.
- You are well behaved, polite and caring.
- You are looked after carefully.
- Children in Reception love school and sharing their learning with others.
- Your headteacher is firm, fair and friendly in his leadership.

We have also written about three things that should be improved:

- You should be given more information to help you move up from level to level in your work.
- Your teachers need more chances to check that everything in school is of good enough quality.
- A few of you are sometimes not in school because you are on holiday. This is a shame because you then miss some fascinating work.

We will not forget Broseley for a long time. Keep trying hard and enjoying your work. In that way you will help everyone make it an even better school.

Yours sincerely

David Carrington Lead Inspector



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