

Broadfield East Infant School and Nursery

Inspection report

Unique Reference Number	125920
Local Authority	West Sussex
Inspection number	315357
Inspection dates	17–18 September 2008
Reporting inspector	Diane Wilkinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	184
Government funded early education provision for children aged 3 to the end of the EYFS	52
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	James McGough
Headteacher	Heather Tinston
Date of previous school inspection	28 February 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Vulcan Close Broadfield Crawley RH11 9PD
Telephone number	01293 406182
Fax number	01293 410590

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The Early Years Foundation Stage (EYFS) also has a nursery class, which children attend part-time from the age of three. The socio-economic circumstances of the area around the school are significantly below average. Pupils and their families receive extra support through the work of a family liaison officer, a school counsellor, a part-time speech and language therapist, and breakfast, after-school and holiday clubs. Attainment on entry is well below that usually found, and low in language and social skills. The proportion of pupils with learning difficulties and/or disabilities is well above average. An above average proportion of pupils come from minority ethnic groups, a third of whom are recently arrived in this country and are at the early stages of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadfield Infants is a good school where pupils thrive because of the excellent attention given to their care and welfare. Outstanding induction procedures help children settle in well and develop positive attitudes to school. As a result, pupils achieve well, although standards by the end of Year 2 remain below average owing to pupils' well below average starting points. Very good support for pupils with learning difficulties and/or disabilities and for those who are at the early stages of learning English ensures they achieve as well as their classmates.

A strong feature of the school's provision is the consistent approach seen in all classes. This has led to good teaching being evident throughout the school. In particular, the excellent relationships staff have with pupils and their outstanding behaviour management skills ensure that pupils are keen to learn and work hard. Moral and social development is outstanding, including in EYFS. Although a considerable minority of pupils have emotional or behaviour needs, behaviour is good. All pupils, including those from different backgrounds and cultures, work and play happily together. Pupils love coming to school. As one commented, 'I enjoy school because teachers are nice and look after us.' Activities capitalise well on pupils' interests and very good use is made of the outdoor environment to promote learning. This has a positive impact on progress, especially for the boys. Pupils very much enjoy the very good range of extra activities provided which enhance their learning and enjoyment of school. Pupils' progress is carefully tracked and special programmes of work are successfully helping those who fall behind to catch up. Pupils are set challenging improvement targets, although planning does not always identify ways to help the higher attaining pupils do their very best.

Good leadership and management are evident in the well-organised and effective teams set up to guide the school's work. Under the clear direction of the very competent senior leadership team, all staff and governors make an important contribution to improvement work. The school knows how well it is doing. Weaker aspects of its work are being addressed, although the full impact is not seen in some areas. In particular, a wealth of strategies are beginning to raise attendance levels, although a minority of parents still do not recognise the importance of regular attendance. As a result, attendance levels are below average.

The school has outstanding relationships with a wide range of agencies and other schools which benefit pupils' education and welfare exceptionally well. The high quality care provided is evident in the very effective work of the family liaison officer and school counsellor, who provide strong support for pupils with social, emotional or behavioural needs and their families. An outstanding feature of this work is the sessions run by the family liaison officer and school staff to help parents develop skills to support their children's work at home. Parents are delighted with the support the school offers them and their children. One parent put the views of many when commenting, 'All the staff and the headteacher have time for each individual child – a credit to the world of education.' Parents are delighted with the valuable service run by the breakfast, after-school and holidays clubs. Parents are confident that club staff provide a good level of care and an exciting range of activities that their children enjoy participating in.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The school has done particularly well to provide a cohesive approach to teaching and learning that pays due regard to the different needs of young children. The strong EYFS team is very

knowledgeable about how young children learn. The team ensures that the activities and support for both Nursery and Reception children meet their needs well. An outstanding feature is the encouragement and support provided to help parents become effective partners in their children's learning. The level of care and attention to children's welfare is excellent. Exceptional induction procedures and outstanding development of children's confidence and independence skills result in their making excellent progress in personal development. A safe and stimulating ethos, together with excellent use of the outdoor environment, supports children's good progress in the other aspects of learning. Although weaker skills on entry prevent most children from reaching the standards expected for their age, early literacy and numeracy skills develop well. Every opportunity is taken to engage children in talk and to increase their knowledge of letter sounds. However, staff miss opportunities in some activities to promote early reading skills. Although no Reception children currently attend the breakfast and after-school clubs, staff there are well prepared to provide relevant activities for children and to liaise with school staff on assessing their progress.

What the school should do to improve further

- Improve the progress of the higher attaining pupils by consistently planning more challenging work.
- Raise attendance levels by building on and extending the procedures for encouraging good attendance.

Achievement and standards

Grade: 2

Progress throughout the school is good, including in the development of skills to help pupils in their future life. However, standards on entry limit the levels reached by the end of Reception and Year 2. Children in the EYFS make rapid progress in developing their speaking and listening and personal skills, although overall standards are below those expected and well below in some key literacy skills.

The school's hard work to raise standards in reading, writing and mathematical skills has allowed it to reach the challenging targets set for the number of Year 2 pupils reaching the expected level for their age. However, the school has not reached the target set for pupils exceeding this and recognises that more could be done to support higher attaining pupils' progress. By the end of Year 2, standards are generally below average, although they were lower in this year's national tests as a high number of pupils in the year group had learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

Pupils' outstanding moral and social development is effectively based on the excellent start children make in EYFS. Most pupils behave well despite a significant minority finding this difficult. Incidents of poor behaviour or bullying are rare. Lessons proceed smoothly and pupils feel safe and happy in school. Pupils' enjoyment of school significantly supports their good progress. The poor attendance of a few pupils is largely due to some parental reluctance in encouraging regular attendance.

Pupils develop good awareness of and respect for other cultures and have a suitable range of opportunities to reflect on the world around them. The very effective personal development

programme helps pupils become safety conscious. They are confident that staff deal promptly and effectively with any concerns. Pupils' good awareness of how to keep healthy is demonstrated in the Healthy School and Activemark awards and their enjoyment of regular exercise and outdoor play. Pupils contribute well to local events. They are keen to take on responsibility, especially as class council members, and are increasingly having an impact on school life.

Quality of provision

Teaching and learning

Grade: 2

The mutual respect between staff and pupils supports learning very well. Pupils know staff want them to do their best and respond by trying to work hard in lessons, although a few still find concentration difficult. Classrooms are well organised where excellent routines help lessons proceed smoothly. Teachers vary the ways of introducing new work, which helps keep pupils' interest. The school's efforts to provide learning well matched to the needs of each pupil is evident in the very good support provided by skilled teaching assistants, especially for pupils with language, learning or social needs. Well-planned practical activities motivate pupils well and teachers intuitively move pupils on when they need more challenging work. However, planning does not always identify the expected outcomes for different groups of pupils, which limits the expectations of the higher attainers.

Curriculum and other activities

Grade: 2

The curriculum effectively supports all aspects of pupils' development, including basic literacy and numeracy skills. Links between different subjects ensure activities are meaningful and give pupils many opportunities to use their literacy, numeracy, and information and communication technology skills. Additional support for pupils with learning or language needs is good. For example, lunchtime reading groups enhance pupils' confidence and support their progress. Staff recognise that more has to be done to boost the progress of higher attaining pupils, and this is a current priority. A very good range of visits, visitors and after-school activities make a major contribution to pupils' enjoyment and learning. For example, 'Cuddle-Me-Do' gives pupils first-hand experience of feeding and handling farm and small animals.

Care, guidance and support

Grade: 2

The concern for each pupil results in excellent pastoral support and provides a safe and secure environment in which to learn. Staff and governors are rigorous in ensuring the health, safety, welfare and protection of all pupils, partly through excellent links with different agencies. This has a strong impact on the many well-managed arrangements to support pupils, especially the significant number who have learning, language or social needs and those recently arrived in this country. The school is currently developing a wider range of support for the higher attaining pupils. The level of care provided by the breakfast, after-school and holiday clubs is good and valued by pupils and their parents. Academic support and guidance is good. Effective systems for assessing and carefully tracking pupils' progress allows staff to intervene swiftly when this slows and good quality marking guides pupils' next steps in learning.

Leadership and management

Grade: 2

The headteacher and senior leaders provide very strong direction for the school's work. Especially good teamwork ensures all members of the school community contribute effectively to school development. Monitoring and evaluation of the school's work is effective, clearly pinpointing weaker aspects. Good plans have been put in place to address these, for example as is evident in the improvement in early reading skills. The school is fully aware of where further work is needed and is beginning to successfully address these areas, which gives confidence that it is well placed to improve further. Teaching is monitored regularly and accurately, although when judged to be good, the analysis does not always indicate how it could be improved further. The school effectively promotes community cohesion through its focus on developing tolerance and understanding between the different races, cultures and religions of its pupils. Governors fulfil their statutory duties well. Under their Chair's very good guidance, governors provide a good level of challenge and are increasingly involved in monitoring and development work.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 September 2008

Dear Pupils

Inspection of Broadfield East Infant School and Nursery, Crawley, RH11 9PD

Thank you for welcoming us to your school. We were very impressed by how well behaved, mature, friendly and helpful you are. I particularly want to thank the pupils who gave up their lunchtime to speak to us. We think your school is good and are delighted that you and your parents agree.

Here are some of the things we found out were good about the school:

- Adults look after you especially well so that you feel safe and happy in school and try to work hard.
- You are well taught and have many interesting activities that help you to learn well.
- Those of you in the Nursery and Reception are helped to settle in to school especially well.
- In all year groups, you make good progress and those of you who find learning difficult or who do not speak much English get lots of help so you do as well as other pupils.
- Staff work especially well with your parents and carers, and other groups of people, which helps them to look after you and improve your progress.
- Your headteacher, staff and governors are good at helping the school to improve and are working hard to make it even better.

Here are some of the things we would like to see improved:

- Most of you get lots of support to help you do well and we have asked staff to develop more ways to challenge the skills of those who are especially good at their work.
- Some of you do not attend regularly enough and we have asked staff to make sure that all of you come to school unless there is a really good reason not to.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson Lead Inspector