

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR  
T 0845 123 6001  
F 0845 123 6002

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



04 February 2008

Mr T Clarke  
The Headteacher  
Broadlands Primary School  
Prospect Walk  
Tupsley  
Hereford  
HRI INZ

Dear Mr Clarke

### Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 29 January 2008, for the time you gave to our phone discussions, and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 11 and 12 July 2007 the school was asked to:

- raise achievement and standards in science and mathematics at Key Stage 2
- improve the quality of teaching and learning to ensure it is consistently good and fully meets the different learning needs of pupils
- ensure subject leaders monitor their subjects fully and lead necessary developments in their subject area.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Since the last inspection the school has had just one change in staffing. A temporary teacher is working in one class during the absence of an assistant headteacher. The falling pupil roll has led to the formation three classes for the pupils in Years 5 and 6. One of these classes has a mixed age range. Changes to the school's leadership and management structure have strengthened its ability to secure improvements.

The statutory assessments in the summer of 2007 showed that standards at the end of Key Stage 2 were exceptionally low in mathematics and science and that the progress pupils were making was inadequate. Actions implemented since then are having a satisfactory impact. The school's pupil tracking records show higher proportions of pupils are now working at, or close to, age related expectations. In

mathematics, this proportion has risen by about 10% in all year groups from Years 1 to 6. The work in pupils' books and progress observed during lessons support this improving picture. Tracking and analysis of progress in science is not yet as rigorous as it is in mathematics. However, teachers assess the skills and knowledge gained at the end of each unit of study. These assessments, supported by lesson observations, indicate good progress in Key Stage 1 and satisfactory progress in Key Stage 2.

The school has focused successfully on improving the quality of teaching. Pupils' books show that marking accurately identifies errors and provides helpful feedback. Pupils now have a better understanding of what they need to do to improve their work. Questioning was a strength observed in the majority of the eight lessons observed. For example, in mathematics lessons teachers expect pupils to explain their reasoning as well as give answers. The pace of learning was particularly quick in English when questions led pupils to think about the craft of writing or reflect on the decisions made by the director of an animation. These probing questions led to good quality responses from pupils across the ability range. Interactive whiteboards promote at least satisfactory learning in most classes. For example, pupils deepen their understanding of understanding of odd and even numbers when they are able to drag objects into pairs and see if any are left. The work in pupils' books shows that teachers are providing activities that meet the different learning needs of individuals. Intervention programmes are in place in mathematics and English to accelerate the progress of underachieving pupils. It is too early yet to measure the impact of these interventions.

The school's own evaluation of teaching indicates that just under half is now good. Observations undertaken during the inspection supported this view. Where teaching remains satisfactory, teacher led introductions are too lengthy and only a minority of pupils maintain active engagement in the lesson. Learning also slows during whole class introductions when teaching assistants are not actively supporting learning, but merely watching alongside the pupils. Most lesson planning focuses on what the teacher is going to do and the work pupils will complete. It does not make clear the precise learning that will take place.

The science review is a strong example of a subject leader monitoring an area and leading necessary developments. The review includes sharply focused lesson observations, work scrutiny, and interviews with pupils. Feedback to staff, improved resources and a high quality training programme ensure that the school is now in a sound position to secure the required improvement in science standards. Other subject leaders have monitored work in English, mathematics, design and technology and geography. They value the increased opportunities for fulfilling their leadership and management responsibilities. The reporting to staff on the outcomes of work carried out by subject leaders is not consistently well coordinated. For example, staff have not yet received feedback following a scrutiny of work and planning in mathematics started in December.

The quality of external support from Herefordshire local authority is satisfactory.

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

Yours sincerely

Anthony O'Malley  
Her Majesty's Inspector