

Broadacre Primary School

Inspection report

Unique Reference Number	117913
Local Authority	Kingston-upon-Hull
Inspection number	326715
Inspection dates	24–25 September 2008
Reporting inspector	Kathryn Dodd

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	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	305
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Christine Gillard
Headteacher	Mr Mike Dootson
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wawne Road Bransholme Hull HU7 5YS
Telephone number	01482 833033
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Almost all the pupils at this larger than average sized school are from White British family backgrounds. Approximately half of the pupils come from an area of significant social and economic disadvantage. The proportion of pupils with learning difficulties and/or disabilities is average. The proportion of pupils leaving or joining the school partway through their primary education is higher than that typically found. The school makes provision for Nursery and Reception aged children (Early Years Foundation Stage or EYFS). Between Years 1 and 6, pupils are taught in a combination of single and mixed-age classes. In January 2007, the school received a visit from Her Majesty's Inspectors (HMI), who reported inadequate progress on issues highlighted at the previous inspection. Since that time, the school has been receiving additional support from the local authority. The school has been accredited with the Investors in People and Healthy Schools Awards. It forms part of a local Education Action Zone.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Broadacre Primary is a satisfactory school providing satisfactory value for money. It is also a steadily improving school with some good features, such as pupils' good personal development and the quality of care, guidance and support they receive. In this happy, friendly, safe and welcoming setting, pupils behave well, have good attitudes to learning and speak knowledgeably about how to keep healthy. Pupils are keen to contribute positively towards their school and local community. These personal qualities provide a positive platform upon which to improve their academic achievement, and prepare them to become responsible citizens of tomorrow. Most parents are pleased with the school. They particularly appreciate the support offered to pupils with learning difficulties and/or disabilities, and the range of opportunities for them to learn how to help their children at home.

Children's learning gets off to a successful start in the EYFS, where they make good progress. As a result of satisfactory teaching and learning between Years 1 and 6, pupils make steady progress. Standards by the end of Years 2 and 6 are average. Sensible adjustments to the curriculum are helping to tackle weaknesses in standards. In writing, however, standards remain lower than in reading, and bridging this gap is now a whole-school priority for improvement. Pupils' progress continues to be held back because revised practices, aimed at raising standards in writing, such as extending opportunities for practising writing in other subjects, are not adopted consistently across all classes. Although there are examples of good teaching and learning, teaching across the school is variable. Consequently, learning is uneven. Pupils make the quickest gains in their learning in Years 5 and 6 because teachers use information about what pupils can already do to provide work that challenges them to achieve well. Again, however, these good practices are not used consistently well across all classes.

Leadership, management and governance are satisfactory. Close, ongoing support from the local authority, following a HMI's monitoring visit in January 2007, has helped the leadership team to bring about satisfactory improvements. Success is already evident, for example, in improving the curriculum for pupils in mixed-age classes, and in developing effective ways to track pupils' progress. Although leaders, managers and governors have formed an accurate view of the school's effectiveness, they do not yet make a full contribution to making sure that it is performing as well as it should. This is because their skills and understanding in reviewing pupils' progress, monitoring the quality of provision and checking whether improvement initiatives are being applied equally rigorously across classes, are patchy. Nevertheless, they welcome opportunities for training and are keen to improve. There is a realistic view of the way forward, and a shared determination to rise to the challenges ahead. This, along with the satisfactory improvement since the last inspection, demonstrates a satisfactory capacity to continue to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children start in the EYFS, their skills are below those typical for their age. Aspects of their communication, language and literacy skills are sometimes weak. As a result of good teaching and learning, an effective curriculum and a warm, safe and caring setting, children make good progress. By the start of Year 1, their skills have improved, so they are working at the levels expected for their age. Staff put a high priority on improving children's personal and social skills. They seek out opportunities to help children get along together, talk about learning,

behave well and develop independence. Children settle quickly into school and discover that learning is fun. Since the previous inspection, significant changes to the organisation of the unit, including the provision of a revised literacy curriculum, has speeded up progress. The impetus for change has accelerated following the arrival of a new class teacher, who makes a significant contribution. The activities on offer now match the learning needs of children more closely. The EYFS leader is supportive of the changes made and welcomes this clearer steer. Coordinating provision, reviewing performance and identifying improvement priorities, however, relies heavily upon the input from the new teacher.

What the school should do to improve further

- Extend the skills of leaders, managers and governors, so they review the school's performance, monitor provision and contribute to self-evaluation and improvement more effectively.
- Provide a consistent approach across all classes to using information from assessing pupils' standards and progress, so work is always matched tightly to pupils' varying abilities.
- Adopt a consistent approach across all classes to implementing revised practices for the teaching of writing, so that standards improve.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, and standards by Year 6 are average. In recent years, the proportion of Year 6 pupils reaching the nationally expected level of attainment in English and mathematics has been steadily increasing. Consequently, standards in 2007 were the highest for five years. The school's records indicate that these will be maintained when provisional Year 6 national test results for 2008 are published. Despite improvements in English overall, standards in reading are higher than in writing. Pupils' progress is uneven across year groups. Although pupils in Years 5 and 6 are currently making good progress, they have catching up to do if they are to reach their targets. This is because their learning was sometimes too slow when they were in Years 3 and 4. Although Year 2 national assessment results have been declining in recent years, greater accuracy in teachers' assessments from 2007 suggests that this is not the case. Inspection evidence shows that pupils in Years 1 and 2 make satisfactory progress and standards are broadly average. The below average assessments of 2008 reflect the very high proportion of the pupils who joined Year 2 during the year with low attainment. Nevertheless, as in Year 6, standards in writing continue to lag behind those in reading, and improving writing is a school key priority. Pupils with learning difficulties and/or disabilities make good progress relative to their starting points.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They behave well, are clear about school rules and understand the consequences of their actions. Pupils say that receiving certificates for good work and behaviour encourages them to do their best. Pupils enjoy making their school and local communities happier, healthier and safer. They take on responsibilities, such as being school councillors, with enthusiasm. They express delight when talking about designing and managing the budget

for the 'Tyre Park' in the school grounds. Pupils are well aware of the importance of looking after their school and local environment. Pupils feel safe in school, are free from bullying and learn together in harmony. Their growing personal and social skills, along with satisfactory progress in literacy and numeracy, prepare them soundly for their future. Attendance is satisfactory. The school continues to promote better attendance with both pupils and their parents, especially in discouraging holidays taken during term-time.

Quality of provision

Teaching and learning

Grade: 3

Pupils make satisfactory progress as a result of satisfactory teaching and learning. Purposeful activities, good organisation, positive relationships and encouragement from support staff are strong features of most lessons, and there are examples of good teaching and learning across the school. Pupils' progress accelerates in Years 5 and 6 because of teachers' high expectations of them. Teachers in these classes provide ample opportunities for pupils to become actively involved in their own learning, work independently and feel continually challenged. They use the information from assessing pupils skilfully, to plan work that matches pupils' differing abilities. This good practice is, however, not always evident across all classes and so learning moves forward at a satisfactory rate. Pupils with learning difficulties and/or disabilities achieve well because their progress is tracked closely and support is tailored to their specific needs in lessons.

Curriculum and other activities

Grade: 2

Recent adjustments since the previous inspection have resulted in a good curriculum. The school has tackled successfully the task of planning well for pupils in mixed-age classes. Provision for literacy, in particular writing, has been sensibly adapted to boost pupils' achievement where it is needed most. Although this is starting to pay dividends, success remains inconsistent across the school. Older pupils, for example, benefit from good opportunities to practise literacy skills across other subjects. This is not always the case in other classes. The range of support programmes to boost the achievement of pupils with learning difficulties and/or abilities has extended and, as a result, these pupils make good progress. Opportunities for pupils to participate in activities that further their personal development have recently been strengthened. A growing range of learning experiences through trips, visits and visitors, is helping to increase pupils' enjoyment of school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Staff know pupils well, relationships are good and they offer the right support at the right time. Pupils are confident that someone will help them to overcome their difficulties. Appropriate procedures for safeguarding pupils are in place. The learning links worker, funded through the Education Action Zone, plays a significant role in helping to raise pupils' aspirations, support parents and involve the community in school life. Improved procedures to spot peaks and troughs in pupils' learning has led to an extended range of support programmes for pupils whose learning needs a boost. Other recent changes, for example, helping pupils to know how to improve, particularly in writing, are contributing well

to the quickening progress of pupils in Years 5 and 6. These good practices, however, are not yet used consistently well in other year groups.

Leadership and management

Grade: 3

Leadership, management and governance are satisfactory. By working together, the headteacher, staff and governors, along with additional support from the local authority, have brought about steady improvement. The quality of the curriculum, and care, guidance and support for pupils, for example, are now good. Pupils' personal development has improved. There are early signs that pupils' academic progress is speeding up. Teaching and learning, however, remains satisfactory overall. This is because leaders and managers do not yet have all the required skills to find out how quickly pupils are progressing, check the quality of teaching, or find out whether new practices are being introduced with equal success across all classes. Although middle leaders are aware of their training needs, and welcome additional support, for example, from the deputy headteacher, they make a limited contribution to the school's self-evaluation. This is why the school thinks pupils' achievement is better than it is. Governors know the school's strengths and weaknesses, but are not fully involved in making sure that it improves at a good pace.

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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?	3
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 capacity to make any necessary improvements	3

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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

26 September 2008

Dear Pupils

Inspection of Broadacre Primary School, Kingston-upon-Hull, HU7 5YS

Thank you so much for the warm welcome you gave us when we inspected your school. You were polite, keen to talk to us and answered our questions thoughtfully. Your behaviour was good, and it was pleasing to hear that you feel safe in school because there is always someone on hand if you need help. You helped us to appreciate just how grown up you can be when you told us about doing your special jobs, such as being school councillors. We were interested in hearing your views about the effect vandalism has on others. You clearly enjoy making your school and local community a happier, healthier and safer place to be. You are now getting more chances than before to take part in fun and exciting activities, so that you enjoy coming to school. It was also pleasing to hear that you know how important it is that you come to school regularly and on time.

Most of your parents are pleased with your school. It is a satisfactory school. Your learning gets off to a good start in the Nursery and Reception classes. Overall, between Years 1 and 6, the rate at which you are learning is similar to that in many other schools, and by the time you leave at the end of Year 6, you reach the expected standards for your age. The standards you reach in reading, however, are higher than in writing. This is why there have been some changes to the ways you are taught in writing.

There are some things that could be better still. To help you further, I have asked your school to make sure that:

- school leaders learn how to make checks to make sure everything is as good as it could be
- all teachers follow agreed ways to teach writing, so that the standard of your writing improves
- your work is always just at the right level for you – never too easy, or too hard, so that you can show everyone what you are capable of.

You can help your school by making sure that you tell your teachers if your work is too easy or too hard, by making sure that you know how well you are getting on, and by always checking what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do.

I wish you all the very best for a successful future.

Kathryn Dodd

Lead inspector