

PROTECT - INSPECTION

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Mr Marcus Tinsley
Headteacher
Broadwood Primary School
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Dear Mr Tinsley

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 30 March 2009, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I should particularly like to thank senior staff, subject leaders and Key Stage coordinators for the time they gave to preparing notes on initiatives and their impact. These enabled a rapid sharing of information to take place and gave me much helpful guidance on where to find the impact of actions taken to bring about improvements. Your thorough preparation allowed me to gather plenty of detail on the issues from the last inspection, as well as having the pleasure of seeing many aspects of the school at work.

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.

Since the previous inspection there have been changes of staffing in the Early Years Foundation Stage. A new Reception teacher has been appointed, following the retirement of the previous post holder, and there is a temporary nursery nurse replacing a member of staff on maternity leave.

As a result of the inspection on 27 March 2008, the school was asked to:

- Improve the monitoring of teaching and learning.
- Ensure teachers make good use of assessment data to plan challenging tasks for pupils of different abilities, especially the more able.

- Improve provision in the Reception class.

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

Since the last inspection there has been significant improvement in the accuracy and use of assessment information to increase pupils' progress. The school has worked closely with local authority consultants to improve staff skills and expertise, as well as their understanding of the importance of accurate and regular assessments of pupils' learning. Revisions to the roles and responsibilities within the senior leadership team have meant that senior staff have a clearer focus for their work and are more accountable for improving standards and leading improvement. This has strengthened the effectiveness of the senior leadership team. The school now regularly tracks pupils' progress. It has become highly responsive to any changes in pupils' performance and is able to take effective action to remedy underachievement or give further challenge to pupils who make rapid progress. This ensures that pupils are placed in the most appropriate groups for their learning, so that teaching and tasks are well pitched to accelerate their progress. The impact is seen in improving progress in most classes, with additional support in place where progress is slower.

Pupils have been involved well in assessing their own learning and checking their targets to see how well they are progressing. They respond well to the thorough and helpful marking of their work. Pupils in both key stages say they get plenty of help and know how to improve. As a result of these improvements, Year 6 pupils are now on course to reach or exceed the targets set for them in national tests at the end of the year. As a result of well targeted interventions, there are more pupils on course to reach the higher level in English and mathematics than in previous years, despite these pupils having similar starting points to those in the past.

The school has implemented a programme of regular and well focused monitoring of teaching and learning. Senior staff and subject leaders now have an accurate picture of the strengths and areas for improvement in teaching. They use information from monitoring to make the best use of staff expertise. For example, the mathematics coordinator now teaches the more able pupils in Year 6. This is improving learning and accelerating pupils' progress towards their higher-level targets. Good teamwork and a growing culture of self-evaluation support teachers' work to raise standards and achievement for pupils. Their work is well focused on meeting pupils' needs and they are increasingly confident in their use of assessment data to provide appropriate challenge for pupils. Continued professional development for this aspect of teaching is planned for the summer term to ensure that systems are embedded securely in all phases of the school. Teachers no longer rely heavily on worksheets as a vehicle for learning. Worksheets are now used appropriately alongside more frequent opportunities for pupils to record their learning independently. This has led to improvements in the quality of pupils' presentation, especially in mathematics, where careful recording is of a good standard and helps pupils and teachers see

what is understood and where there are misunderstandings. This helps teachers to spot where topics need to be revisited so that learning becomes more secure.

Provision in the Reception class has improved and children have good levels of adult support and intervention for their learning. The role of key workers, who have responsibility for tracking and recording the learning of specific groups of children, is developing well. Planning to meet the changing needs of children is becoming more flexible as staff gain a sharper picture of what children can do and where their interests lie. Links with the Nursery are well developed through the shared use of the outdoor provision. Here, children enjoy a free-flow between activities prepared by Nursery and Reception staff and develop the confidence to work alongside new friends and with different adults. This makes a good contribution to the development of their independence and confidence and is preparing children well for the move into Year 1. The Foundation Stage leader has begun an audit of resources with a view to increasing and enriching these so that children have more enticing and exciting equipment with which to learn. Senior managers have planned alterations to the Reception classroom to make better use of the space available from the start of the summer term, which will further enhance the quality of provision.

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

Yours sincerely

Moira Fitzpatrick

Additional Inspector