

# Broadway, St Mary's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	116871
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338911
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Peter Kerr

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Ellis
<b>Headteacher</b>	Louise Bury
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Leamington Road Broadway WR12 7DZ
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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at learning. All the teachers were seen and six lessons observed. Inspectors held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at lesson plans, monitoring records, school policies and the 57 parental questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

the level of challenge provided for the most able pupils

- the progress made by pupils of the same age in different classes
- the pupils' awareness and appreciation of diversity in the wider society.

## Information about the school

The school is a smaller than the average primary school. It draws its pupils from the village of Broadway and the surrounding area. The proportion of pupils eligible for free school meals is well below average, as is the proportion identified as having special educational needs and/or disabilities. Nearly all the pupils are of White British heritage and a very few speak English as an additional language. Just over half the pupils are from non-catholic families. The school holds an award for Financial Management in Schools, the Active Mark and Healthy Schools awards, Eco-Schools award (Silver and Gold) and the International Schools (Foundation) award.

Independently managed pre-school and after-school facilities operate on the site, At the time of the inspection, a temporary headteacher was in post on a one-year contract covering the permanent headteacher's maternity leave.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school continues to provide a good standard of education. Outcomes for pupils are good. Attainment is consistently high at Year 6 and progress is good in lessons. Achievement is therefore outstanding. The pupils' personal development is good. Their outstanding behaviour and positive attitudes help them to learn effectively. Their spiritual, moral, social and cultural development is good overall but they have scant knowledge of different religious beliefs, within as well as beyond Christianity, and little understanding of broader diversity within their own country.

Children enter Reception with a broad range of levels of development for their age and make good progress. Provision in Reception is good, but the outdoor learning area is not as effective as it should be. It is not visible from the classroom and therefore can only be used when staffing allows, which is not every day.

Good teaching in the main school maintains the momentum in learning, which accelerates in Key Stage 2. Teachers use assessment effectively to set suitably challenging tasks for pupils of different levels of attainment. Teaching assistants make a valuable contribution to the pupils' learning and relationships are excellent. Teaching is particularly strong in English and mathematics so by Year 6 pupils are confident in solving mathematical problems and expressing themselves in writing. The curriculum provides a good range of interesting activities that the pupils appreciate. Good care and guidance and outstanding safeguarding arrangements ensure that the school is a safe as well as happy place to learn.

Leadership and management are good. Monitoring of teaching and learning is evaluative and leads to improvements in performance of staff. Target-setting for pupils is ambitious and spurs them on to greater efforts and higher achievements. The governors' monitoring of the school's effectiveness has been improved through closer scrutiny of data on pupils' progress. They regularly review and update policies and help to guide strategic direction. The policy for community cohesion is adequate but has some weaknesses. It provides for cohesion within the school, local and church community but does not indicate clearly how the school will contribute to cohesion within the wider and more diverse community at a regional and national level. Staff and governors recognise this weakness and express a determination to remedy it. Together with improvements in standards and teaching since the last inspection, this positive response to constructive criticism demonstrates a good capacity for sustained improvement.

## What does the school need to do to improve further?

- Improve the school's contribution to community cohesion by:

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- teaching about the full range of ethnic, cultural and religious diversity within the wider society
- encouraging pupils to appreciate the similarities as well as differences between various religious beliefs
- developing contacts with more diverse groups beyond the locality.
- Improve the provision for outdoor learning in the Early Years Foundation Stage by:
  - ensuring that children have daily, properly supervised free-flow access to an outdoor learning area.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy their learning and make good progress in lessons. At the end of Year 2, standards are well above average in reading, writing and mathematics. In Year 6, standards are high in English, mathematics and science. The quality of pupils' written work is good across the school, both in content and presentation. Lesson observations in mathematics confirm good progress across the ability range, with more able pupils confidently tackling difficult problems. Pupils with special educational needs and/or disabilities make good progress relative to their starting points and the very few pupils who speak English as an additional language learn English well and make good progress. Girls and boys learn equally well. Some year groups are split between two classes. Some parents expressed concerns about the effect of this on the progress of their children, but assessment records show that pupils of the same age in different classes make similar progress over time.

Pupils feel safe in school and say there is no bullying and that any problems are swiftly dealt with by the staff. Their behaviour in lessons and around the school is exemplary. They show themselves capable of sustained concentration and effort and excellent collaboration. These qualities are not fully exploited to maximise pupil-led learning, for example in the form of extended investigation and research. The pupils enjoy the many roles of responsibility they take on in the school, such as office monitors and peer mediators, and feel that they have a voice in school life through the school and eco councils. Their spiritual, moral, social and cultural development is good overall because of their strong moral sense, well-developed social skills and appreciation of the spiritual elements of life.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good teaching makes a major contribution to the pupils' achievements. Increasingly effective use of assessment has accelerated learning for different ability groups, especially the more able. In mathematics, progress has also been boosted by introducing more investigative work. In English, a computerised programme has raised interest and accelerated performance in reading; teaching of punctuation and grammar has been made more effective through the introduction of a systematic scheme. Teachers provide good opportunities for pupils to develop their writing style as well as content, for example through newspaper articles or diary entries. The most effective teaching uses pupils' responses to questions to adapt the lesson, for example by increasing challenge or providing more support. Marking is often helpful, with evidence of pupils responding to teachers' comments in order to improve their work, though this is not yet consistently effective across the school. The headteacher's monitoring has identified where improvements need to be made and there is evidence that this is beginning to happen.

Pupils say the range of curriculum activities on offer is one of the best things about the school, and many particularly enjoy physical education and sports. Given the size of the school, the current range of sporting options is adequate, but plans are in hand to boost these through a sports partnership. Pupils' writing is developed well through many subjects; plans for pupils to learn and use skills across a wider range of subjects through topics and projects are at the early stages of development. The school provides a good standard of pastoral care and educational guidance. Pupils' health, safety and welfare are of paramount importance to governors and staff. Targets in English and

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mathematics are effective in raising achievement; pupils know their targets and strive to achieve them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school is well led and managed. The new initiatives introduced by the acting headteacher include plans to extend opportunities in physical education through the introduction of a sports partnership. This addresses the concerns expressed by some parents about physical education provision. The school's partnership with parents is good, but the headteacher and governors are not complacent, and continually seek ways of strengthening it. Governors ensure that all statutory requirements are met; exemplary procedures for safeguarding, for example, are continuously reviewed and updated. Equality of opportunity is assured within the school. It is reflected in the increasingly analytical monitoring of pupils' progress and in the pupils' feelings that they are all treated equally. The school's Catholic ethos is strongly promoted in its policies and procedures and contributes well to the pupils' spiritual and moral development.

The variety in religious backgrounds among pupils in the school is not explicitly acknowledged, however, and is not exploited for the pupils' benefit. The school's policy on community cohesion stresses the Catholic faith but does not indicate how pupils' appreciation of diversity within the wider community is to be developed. The school has responded quickly and convincingly to this criticism. Steps are already being planned, for example, to link with a more ethnically and culturally diverse school to complement established links to other Catholic schools in England and Ireland. This characteristic positive response to constructive criticism within the school contributes to continuing improvement. For example, monitoring of teaching and learning is effective in securing improvements in pupils' progress because teachers willingly accept and act on advice.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good provision for the Early Years Foundation Stage has been maintained since the last inspection. A daily variety of interesting play activities enable the children to develop in each of the six areas of learning for their age. The children make good progress and by the end of Reception and are well-prepared for the National Curriculum in Year 1. The teacher and teaching assistant work well together to monitor and record the children's development as they play, interacting with them sensitively to assess their progress. They modify activities to move on children who are ready and to support children who need more time to develop in specific areas. Children who may need to be on the register for special educational needs and/or disabilities are identified at an early stage so that extra help can be provided as and when it becomes necessary. Children who speak English is an additional language do well with good support from staff boosted by advice from outside specialists. The staff make the best use they can of the outdoor area, but cannot, as they would like, include it on a daily basis in their planning. The inspection confirms that this is an area for development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents expressed largely positive views of the school. The negative responses to the question on healthy lifestyles reflected comments from some parents who were unhappy about the amount of physical education provided by the school, both within and beyond lesson time. The inspection found that the statutory physical education requirements are



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met within the timetable, but that more could be done to encourage active pursuits. The school has recognised this and is planning to extend such opportunities through a Sports Partnership. Some parents were unhappy about split year groups and the range of ages in some classes. The inspection found that pupils in the same year group but in different classes made similar progress over the autumn term and continue to do so.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadway, St Mary's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	58	24	42	0	0	0	0
The school keeps my child safe	44	77	12	21	1	2	0	0
The school informs me about my child's progress	21	37	31	54	2	4	2	4
My child is making enough progress at this school	31	54	20	35	1	2	0	0
The teaching is good at this school	38	67	12	21	1	2	0	0
The school helps me to support my child's learning	31	54	22	39	2	4	0	0
The school helps my child to have a healthy lifestyle	25	44	22	39	9	16	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	46	15	26	1	2	1	2
The school meets my child's particular needs	32	56	18	32	2	4	0	0
The school deals effectively with unacceptable behaviour	28	49	24	42	4	7	0	0
The school takes account of my suggestions and concerns	23	40	28	49	4	7	1	2
The school is led and managed effectively	34	60	21	37	1	2	0	0
Overall, I am happy with my child's experience at this school	40	70	12	21	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 February 2010

Dear Pupils,

Inspection of Broadway, St Mary's Catholic Primary School, Broadway WR12 7DZ

My colleagues and I enjoyed our visit to your school. We were impressed with your excellent behaviour and your hard work. You are lively and enthusiastic and a pleasure to talk to. You all do well in school, especially in English and mathematics, where your targets and teachers' marking help you to improve. The school is a very safe place for you and teachers arrange a good variety of things for you to do, which you told us you appreciate. Some of you said you really like sports and would like to do more. Your headteacher and the governors have plans for a sports partnership to help you achieve this goal. You know that the staff look after you well and that you all have equal opportunities to succeed. You are very thoughtful. You value yourselves and each other and know right from wrong. You have found out some interesting things about children growing up in different places, for example by your exchange of emails with pupils in a school in Ireland. We think you should know more about the different cultures and religions in different parts of England.

To help you achieve this goal we have asked your school to:

- teach you more about different religions and different Christian denominations so that you know what is similar as well as what is different
- help you to learn more about young people growing up within different cultures in your own country.

The children in Reception get a good start to school through the enjoyable play activities that the staff provide. Some of these take place outdoors, but the children can't play outside every day because there aren't always enough adults to supervise them. We have asked the governors to do something about this so that the children can learn outside every day.

Yours sincerely,

Peter Kerr

Lead inspector

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