

Broadheath CofE Primary School

Inspection report

Unique Reference Number	116787
Local Authority	Worcestershire
Inspection number	358030
Inspection dates	22–23 September 2010
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Mr Peter Huguet (Vice Chair)
Headteacher	Mr Andrew Hackley (Acting)
Date of previous school inspection	21 January 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, observed seven teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data, and analysed questionnaires from 50 parents and carers, 60 pupils and eight staff.

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

- The quality of teaching and provision in Key Stage 1.
- The quality of the school's new assessment and tracking systems.
- Provision for the outdoor curriculum in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school. It serves a predominantly rural area near Worcester and most pupils come from the local village. The proportion of pupils known to be eligible for free school meals is below the national average as is the proportion of pupils from minority ethnic groups and those for whom English is not their first language. There is currently an average percentage of pupils with special educational needs and/or disabilities. Mobility of pupils is high. The headteacher retired at the end of the summer term and a new headteacher has been appointed who will take up the post in January. The deputy headteacher has taken on the role of acting headteacher for the autumn term. At the time of the inspection there was temporarily no chair of governors, because an election was imminent. The school has achieved Healthy School status, and gained the Arts Mark Gold and the Eco Schools award.

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

Broadheath CofE is a good school. Leaders and managers have a good understanding of how well it is doing and what needs to be done next and so there is a good capacity to maintain and sustain improvement. The acting headteacher, with the full and enthusiastic support of all staff and the strong support of the local authority, is maintaining the clear sense of purpose and direction, clearly linked to school improvement. The overwhelming majority of parents are very supportive of the school. One parent commented: 'This is a very good school and I wouldn't want my child anywhere else. The staff are kind and caring and will always go that extra mile for you'. Children get off to a good start in the Early Years Foundation Stage and pupils make good progress throughout the school. Although the relatively small year groups and the high level of mobility of pupils means that standards can vary significantly from year to year, attainment at Year 6 is typically above the national average and school data and observations confirm that the current Year 6 cohort of pupils are on track to achieve above average standards in English, mathematics and science. However, progress in writing remains slower than progress in reading across the school. The school's drive to raise writing standards has targeted improvements within literacy lessons, and has begun to have a positive effect on the learning and performance of the current cohorts of pupils. As yet, there has been less focus on improving writing within other subject areas.

Parents say their children enjoy coming to school and pupils agree enthusiastically, as is reflected in their good levels of attendance. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' good behaviour. This in turn has a positive effect on the good progress pupils make in most lessons. The school has good links with other local schools, which it uses successfully to promote a broader range of curriculum and sporting activities for the pupils. Pupils' progress is tracked very carefully and their attainment is assessed accurately. Marking is up to date and supportive and, usefully, gives pupils guidance on how well they have done and what they need to do next. The school has good links with groups and schools in the local area but has rightly identified the need to do more to develop links further afield, in the United Kingdom and overseas, in order to develop pupils' understanding of other cultures and lifestyles.

What does the school need to do to improve further?

- – Narrow the gap between pupils' progress in reading and writing across the school by providing more opportunities for pupils to write in a range of

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subjects.

- Work to broaden the school's impact on community cohesion beyond the local community by widening links with other communities nationally and globally.

Outcomes for individuals and groups of pupils

2

Throughout the school all groups of pupils show enjoyment and make good progress. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. Pupils' good behaviour in most lessons brings about an industrious atmosphere in which they can learn without interruption and make good progress. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. They know and understand the important factors that affect their health and they feel safe in the school. Pupils value their school community and willingly take on responsibilities. They participate constructively in school life, suggesting and taking actions to help improve the school. For example, they plan and run the school's Healthy Tuck shop and have been involved in decisions about playground equipment. They are well equipped for the future with their well-developed academic and social skills. Pupils' spiritual, moral, social and cultural development is good. They have a very strong understanding of right and wrong and, as a result, the school has an orderly, purposeful and caring atmosphere. Pupils respect each others' needs and interests and are curious about the world around them, embracing new experiences enthusiastically.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ 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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Provision is good at all key stages. Teachers have strong subject knowledge, which enthuses and challenges pupils and contributes to their good progress. All lessons are characterised by good relationships between pupils and adults and there is a positive atmosphere for learning across the school. Particularly good use is made of resources, including new technology, to motivate pupils and enhance their learning. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning in most lessons. As a result of the school's good assessment procedures, teachers usually plan well to meet the needs of pupils of a wide range of age and ability in each class. However, occasionally challenges are not sufficiently fine-tuned and learning is then slowed by extra explanations. Teachers listen to, observe and question groups of pupils effectively during lessons in order to improve learning. The curriculum is well adjusted to meet the needs of different ages and ability groups and a range of pupils with specific learning needs within the school. A new focus on the creative curriculum has inspired pupils, parents and staff who talk very enthusiastically about the recent whole-school 'Carnival' project, and weekly activities in the recently opened 'Forest School' facility on the school site are proving extremely popular with the pupils. Pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school and the school works with a variety of partners to provide a good spread of sporting activities. Pupils particularly enjoy the wide range of after-school activities and clubs, including physical activities. The school's good and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities contribute significantly to their good development and well-being and support their learning well. The small size of the school ensures that all pupils and families are known very well by staff. As a result, the school is a happy, harmonious community in which to work and learn, and pupils arriving at the school part way through their school careers are welcomed and helped to settle quickly.

These are the grades for the quality of provision

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

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How effective are leadership and management?

In the interim between the substantive headteacher leaving the school and the newly-appointed headteacher joining the school, the acting headteacher has consistently communicated to the staff his high expectations about continuing to improve provision. Effective succession planning, coupled with strong support from the local authority, weekly input from the incoming headteacher and the wholehearted support and commitment of a very enthusiastic team of teachers and subject coordinators has enabled the school to continue to build on its successes. The acting headteacher has been particularly effective in developing the morale of the enthusiastic and strong team. Subject coordinators are highly motivated and keen to improve standards in their areas of responsibility. Self-evaluation has identified all the key priorities for development. As a result of regular monitoring and support, teaching is good across the school and planning is founded on robust evidence and based on good quality data.

The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. The school has a highly positive relationship with most groups of parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. Where there are minor variations in achievement the school acts promptly to adjust the curriculum to narrow the gap. It adopts recommended good practice for safeguarding pupils across all areas of its work, and procedures are effective. At present, the school is in the process of updating its recording systems and so formal recording of activities, materials and any incidents to do with safeguarding, whilst adequate, is not quick to access. The school understands its own context and that of the local community very well. It has evaluated its position, and has formulated a strategy to further develop pupils' understanding of those living in contexts that are different to their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision for the youngest children is good. Although at the time of the inspection they had only been attending school part time for two weeks, they were clearly enjoying school, were settling into the routines well and playing happily together or on their own, delighting in learning and seeing new things. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are supported well and are integrated effectively into all activities. Staff have good relationships with parents and carers through daily contact at the start and end of each day. Children in the Early Years Foundation Stage undertake a variety of whole class and group activities indoors and out. Provision for the outdoor curriculum is good. The newly remodelled and spacious Early Years Foundation Stage classroom has free access to a spacious secure outdoor area with a large covered area that allows the outdoor curriculum to continue in inclement weather. There is a good range of adult-led and free-choice activities both indoors and out. The weekly visit to the school's 'Forest School' site is particularly effective in allowing children to explore things with purpose and challenge. It encourages them to make decisions for themselves, solve problems and develop their reasoning skills. There are good systems for the long-term assessment and tracking of children's progress. Staff monitor and record children's progress on a day-to-day basis and this information is used well to plan work carefully to match children's needs and enhance their rates of progress. Leadership of the Early Years Foundation Stage is good and self-evaluation secure. Adults have a good knowledge of the learning development and welfare requirements and the guidance for the Early Years Foundation Stage but they have limited time to plan and review together, so it is not easy for support staff to feed ideas into the teaching programme.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The overwhelming majority of parents and carers have positive views of the school and

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are extremely satisfied with it, reflecting the school's very good links with them. All parents and carers who sent in questionnaires agreed that the school helps their child to have a healthy lifestyle and keeps their child safe. Almost all either 'strongly agreed' or 'agreed' with the great majority of the other statements including that their child enjoys school, the teaching is good, the school is led and managed effectively, and the school makes sure that their child is well prepared for the future. However, a very small minority felt that the school does not deal effectively with unacceptable behaviour. The inspection team looked carefully at pupils' behaviour in and around the school, in lessons, in assemblies, at breaktimes and at lunchtimes in the dining hall and playground and did not find any evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadheath CoFE 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	66	16	32	0	0	1	2
The school keeps my child safe	37	74	13	26	0	0	0	0
The school informs me about my child's progress	20	40	25	50	5	10	0	0
My child is making enough progress at this school	21	42	25	50	3	6	1	2
The teaching is good at this school	23	46	25	50	2	4	0	0
The school helps me to support my child's learning	24	48	25	50	1	2	0	0
The school helps my child to have a healthy lifestyle	28	56	22	44	0	0	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)	22	44	25	50	1	2	1	2
The school meets my child's particular needs	21	42	27	54	2	4	0	0
The school deals effectively with unacceptable behaviour	14	28	29	58	6	12	1	2
The school takes account of my suggestions and concerns	14	28	32	64	2	4	0	0
The school is led and managed effectively	21	42	25	50	2	4	0	0
Overall, I am happy with my child's experience at this school	26	52	22	44	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



24 September 2010

Dear Pupils

Inspection of Broadheath CofE Primary School, Worcester, WR2 6QT

Thank you so much for helping me and my colleague when we came to inspect your school recently. I enjoyed meeting so many of you and observing you at work and at play. You made me feel very welcome and made my short visit very enjoyable. Together with your parents, you think Broadheath is a good school and I agree with you.

You clearly enjoy learning and taking part in many activities. You make good progress and achieve good standards. You have a good understanding of how to live a healthy lifestyle and you feel safe and cared for in school. Your behaviour is good and I was very impressed with your manners. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you really enjoy school and are proud to attend. Teachers work very hard to help you to learn and to make sure you enjoy being at school. All the adults take good care of you. Your school is well led and managed and is continually striving to improve.

To help you to make even better progress, we have asked the school to:

- make links with schools in other parts of the United Kingdom and overseas so that you can learn more about the lives of children from different backgrounds to your own
- help you to do as well with your writing as you do with your reading, by giving you more practice in ways of writing through other subjects.

You can help by always doing your best and making sure you know your targets.

Thank you again for making me so welcome. I wish you all the very best.

Yours sincerely

Clive Lewis

Lead inspector

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