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Mr M Drakes
Headteacher
Broadford Primary School
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Harold Hill
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Essex
RM3 8JS

Dear Mr Drakes

Special measures: monitoring inspection of Broadford Primary School

Following my visit to your school on 16 and 17 November 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in October 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

One Newly Qualified Teachers may be appointed in Years 1 to 6

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State the Chair of the Governing Body and the Director of Children's Services for Havering.

Yours sincerely

Kevin Hodge
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2010

- Raise attainment and the rate of pupils' progress in reading, writing and mathematics by:
 - tracking pupils' progress more rigorously and taking action when individual pupils are not making enough progress
 - developing pupils' speaking and listening skills so that increased facility with language supports improvements of the quality of their writing
 - providing pupils with greater opportunities to apply their literacy and numeracy skills in different subjects
 - improving the partnership with parents and carers further so they can support their children's learning more effectively at home.

- Improve the leadership and management of the school by:
 - ensuring that senior leaders and managers provide better quality and timely information to the governing body so that governors are better informed and prepared to interrogate and robustly challenge the school's performance
 - ensuring that subject leaders are proactive and rigorous in their roles, have a clear focus on pupils' progress across the school and are held more accountable by senior managers
 - making sure that the senior leadership team maintains an overview of all that happens in the school, and has a much sharper insight into pupils' progress and attainment
 - taking action to increase pupils' awareness of diversity in the United Kingdom.

- Raise the quality of teaching and learning so that a much greater proportion is good or better and staff have higher expectations of what pupils can achieve by:
 - ensuring that lessons move at a brisker pace
 - setting work that is well matched to pupils' different abilities
 - increasing the level of challenge to accelerate the progress of more-able pupils.

- Increase rates of attendance and improve punctuality through continued efforts with parents and carers, include taking action against those who do not send their children to school regularly.

Special measures: monitoring of Broadford Primary School

Report from the third monitoring inspection on 16–17 November 2011

Evidence

The inspector observed the school's work, observed 12 lessons or parts of lessons, observed playtimes and lunchtimes, scrutinised documents and met with subject coordinators, the Chair and members of the Governing body, groups of pupils, and representatives from the local authority.

Context

Since the last inspection, the newly appointed headteacher took up the post and the school moved into its new buildings at the start of September. Two existing members of staff were appointed as joint deputy headteachers and some staff have had their responsibilities reviewed or changed.

Pupils' achievement and the extent to which they enjoy their learning

Pupils' rates of progress continue to improve, albeit slowly. In the last national assessments for pupils in Year 2 and Year 6, results generally improved over previous years, particularly in writing for pupils in Year 2. For pupils in Year 6, results improved in writing and reading, but declined in mathematics. In Years 3 to 6, not enough pupils, including those from minority ethnic groups, are on track to make the expected levels of progress, particularly in mathematics. In pupils' past work, there are examples where pupils write accurately or creatively. For example, in a Years 5/6 activity, pupils enjoyed researching topics, such as the life of John Lennon or how their new building was designed and constructed, and then planning simple news reports on the significant events. Such examples are not the norm, however, as pupils do not consistently write confidently or at length. Closer monitoring of pupils' progress helps pinpoint those pupils who need extra help in their learning, but it takes time for this to result in higher attainment. Those with special educational needs and/or disabilities are increasingly being identified accurately, although these pupils sometimes make slow progress compared to their peers, as support activities do not always challenge pupils' thinking effectively to increase their pace of learning.

More challenging targets are set by the school and some individual class teachers are raising expectations of what pupils should achieve, but this is inconsistent, so improvements in the quality of their work vary. Teachers' marking is regular and often gives pointers to help pupils improve their work. There is a lack of consistency between year groups in the way this is done, which the school recognises needs harmonising. In mathematics, although some activities have greater regard in helping pupils apply their skills to 'real-world' situations, there are still missed

opportunities to ensure pupils know how learning skills are relevant for everyday life, such as when they were learning how to tell the time. Pupils' skills in information and communication technology (ICT) develop at a quicker pace as there are now better opportunities for pupils to develop their confidence and learning using an increased range of computers and netbooks within lessons.

Progress since the last section 5 inspection on the areas for improvement:

Raise attainment and rate of progress in reading, writing and mathematics – satisfactory.

Other relevant pupil outcomes

Pupils have greeted the move to the new building with enthusiasm. They readily say how much they like their new classrooms and how much it aids their learning because they have 'more space' and 'newer equipment'. The improved behaviour noted at the last visit continues to become more widespread, aided by initiatives such as the weekly 'e for excellence' cup, which pupils proudly display in their classroom or at home. Other initiatives, such as individual 'pupil tracker cards' help give pupils incentives and rewards for their good behaviour or achievements. Many are keen to point out the successful start of the headteacher, describing him as 'fun', 'kind' and 'brilliant'. The work of the school council is now more high profile with meetings regularly recorded to good effect and pupils involved in fund-raising activities, such as supporting a Macmillan Cancer coffee morning or for playground equipment. The breakfast club helps pupils get a nutritious start to school as well as helping pupils to complete homework, practise number skills or read their books. Pupils' attendance and punctuality continue to improve and attendance levels are significantly higher than for the similar period last year and far fewer pupils arrive late.

Progress since the last section 5 inspection on the areas for improvement:

Improve rates of attendance – good.

The effectiveness of provision

The improvements noted in the last inspection in the quality of teaching have not been fully sustained, due in part to higher expectations set by senior leaders and some previous weaknesses in teaching not been fully identified or remedied. While the addition of extra visits and visitors to the school, such as 'Bug Man', 'The Owl Man' and 'Opera Workshop', helps to motivate pupils' learning further, not all teaching capitalises on making individual lessons as exciting, relevant or as memorable as possible. In the more effective lessons, pupils have a greater choice in activities and tasks are more open ended to allow pupils, particularly the most able, to extend their learning if they can. Topics chosen, such as the life of John Lennon, aided by the visit of an actor portraying him, help to give activities more excitement.

In too many lessons, however, the pace of learning is slow, activities do not always relate well to the topics or pupils do not fully understand how they can use their skills in 'real-life' situations. Assessment routines are now more firmly established so that staff and senior leaders have a greater clarity about which groups of pupils through the school make better progress than others. The curriculum is enhanced by greater opportunities to use ICT skills within learning and, for many pupils, this proves invaluable to aid their research skills and in knowing how to use technology to good effect in their next school or later life. In the Early Years Foundation Stage, outdoor learning activities are being planned and taught to better effect in extending children's learning.

Progress since the last section 5 inspection on the areas for improvement:

Improve the quality of teaching and learning so that a much greater proportion is good or better and staff have higher expectations of what pupils can achieve – satisfactory.

The effectiveness of leadership and management

The newly appointed headteacher has made an effective start in assessing the strengths and weaknesses of the school, particularly in terms of the quality of teaching, the need to develop relationships with parents and carers and in supporting pupils' well-being and development. Staff and pupils speak highly of the support they have received during the transfer to the new school building and in their professional development. Senior staff recognise that the quality of teaching is still an area to improve and have been systematic in evaluating and diagnosing where weaknesses exist and in providing support for individual staff where necessary. The school's improvement plans have been modified to good effect and have resulted in more opportunities for staff to attend courses, visit other schools and have outside support where necessary. While this is proving beneficial in widening teachers' knowledge and understanding, the lack of a recently updated teaching and learning policy means that there is not a common understanding of what might make good or better teaching. The appointment of two acting deputy headteachers, pending a full-time appointment, aids improvement and increases the accountability they have for progress in English and mathematics. Links with parents and carers have developed very effectively. The use of questionnaires to gauge parents' and carers' views, a revamped website and an increase in the number of meetings for parent and carers foster a greater sense of commitment from them.

The governing body continues to give the school good support. It is actively pursuing the next phase of building completion to accommodate children in the Early Years Foundation Stage. Governors' monitoring is regular and the information gathered is helping them to hold staff to account for improvements and spot where they need to refine planning. Issues relating to improving pupils' awareness of others in the United Kingdom were not a focus for this visit.

Progress since the last section 5 inspection on the areas for improvement:

Improve the leadership and management of the school – good.

External support

The local authority continues to give the school good support. This has helped ease the transition from the old building to the new and in passing over the leadership reins to the new headteacher from those who were in temporary positions before. A range of advisers give good support when needed, particularly in ICT, developing the learning environment, the support of the new headteacher and support for pupils with special educational needs and/or disabilities. Specific support in reviewing assessment routines in the Early Years Foundation Stage has helped raise the awareness of staff to where strengths and weaknesses lie in current routines.