

Broadgate Primary School

Inspection report

Unique Reference Number	107874
Local Authority	Leeds
Inspection number	356254
Inspection dates	28–29 March 2011
Reporting inspector	Rosemary Eaton

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Mr John Siddall
Headteacher	Mrs Elaine McLellan
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons involving eight teachers and held meetings with members of the governing body, staff, groups of pupils, and the School Improvement Partner. They observed the school's work, and looked at documents such as policies including those relating to safeguarding, records of pupils' progress, attendance and behaviour, and samples of the work in pupils' books. The questionnaires returned by 35 parents and carers were read and analysed, together with the 95 from pupils and 13 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at the effectiveness of teachers' use of assessment information in order to provide challenge for all groups of pupils, in particular the most-able.
- It looked at the rigour and impact of the school's work to promote regular attendance.
- It looked at the extent of new leaders' impact on the school's provision and performance, in order to help ascertain the capacity for sustained improvement.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is greater than average. A very small number of pupils are in the care of the local authority. The large majority of pupils is White British. A very small minority speaks English as an additional language with 13 other languages currently represented in the school population. The proportion of pupils with special educational needs and/or disabilities is smaller than average.

The school shares its site with a children's centre, which is inspected separately. The school has gained the Inclusion Charter Mark and has Healthy School status. It offers its pupils before- and after-school clubs. The headteacher joined the school in September 2010 and at the same time an acting deputy headteacher was recruited from the staff.

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

'Happy', 'friendly' and 'caring' are some of the words pupils use to describe this good school. Its new leaders ensure that these important characteristics are retained whilst other aspects are improved. For example, pupils' progress in writing has accelerated owing to concerted and continuing efforts to narrow the gap between attainment in writing and that in reading. Accurate self-evaluation, based on rigorous monitoring of the school's provision and performance, means that plans for its future development are focused on the most significant priorities. Other leaders, staff and the governing body share the headteacher's high aspirations for the school and contribute to its good capacity for sustained improvement.

Pupils make good progress as they move up through the school, because teaching is predominantly good. However, there are inconsistencies. Whereas assessment information is usually used extremely well to match work to the needs of all groups of pupils, this aspect of teaching is less effective in some lessons and hence progress falters. Marking and individual targets are not always used to show pupils how they can improve their work. Enhancements, such as weeks devoted to particular themes, help to ensure that the curriculum promotes learning well. Nevertheless, opportunities to raise attainment in writing are sometimes missed. For example, tasks requiring pupils to write independently at length are not set frequently enough.

Some aspects of the school's work are outstanding. These include pupils' spiritual, moral, social and cultural development. They demonstrate an ability to reflect maturely on their own lives and experiences and to empathise with others. The school's current efforts to raise money were inspired by a young pupil's shocked response to images of Japan, devastated by earthquake and tsunami. The school's work to support its most potentially vulnerable pupils, including through first-rate partnerships with parents and carers and a host of agencies and professionals, is exemplary. As a result, the lives and prospects of these pupils are often made significantly brighter.

What does the school need to do to improve further?

- Improve pupils' attainment in writing by:
 - providing more opportunities for pupils to write independently at length
 - ensuring that pupils develop and apply their writing skills regularly during lessons in subjects beyond literacy
 - encouraging children in the Early Years Foundation Stage to participate more in activities that promote writing.
- Ensure that teaching is consistently good or better by:

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- making fuller use of assessment information so work in lessons is matched closely to what different groups of pupils need to learn
- making sure pupils understand their individual targets and teachers refer to these more often during lessons
- making sure marking shows pupils exactly how to improve their work.

Outcomes for individuals and groups of pupils

2

Pupils arrive at lessons ready to learn. They listen carefully to teachers and concentrate hard on their tasks. A particular strength is pupils' ability to work collaboratively, for example, when asked to talk together about their ideas. Pupils remark, correctly, that they 'learn new things every day'. However, this learning is faster in some lessons than others, reflecting the quality of teaching. Pupils enjoy practical activities greatly. Year 5 pupils learnt extremely well when given the responsibility for organising and conducting investigations into sound. This active approach enthused pupils and prompted them to think very hard and apply previous learning as they explained the reasons for their results.

When they join the nursery, children's skills are often below the expectations for their age. From this point on, they make good progress as they move up through the school. By the end of Year 6, attainment in English and mathematics is broadly average. However, attainment in writing lags a long way behind that in reading. Pupils with special educational needs and/or disabilities make good progress because they are identified early and supported well. Similarly, the school ensures that the needs of pupils who speak English as an additional language and those in public care are met well and consequently these pupils achieve as well as others.

Pupils feel safe in school and develop a good understanding of how they can help to ensure their own safety. They are aware that strangers could pose a danger when pupils are out and about or when using the Internet. Pupils say that bullying occurs from time to time, but that the school deals with it effectively when concerns are reported. The school is a very harmonious community. Its on-going work towards the Stephen Lawrence Education Award has contributed to pupils' excellent appreciation of diversity. A recent 'diversity fair' was organised by a groups of pupils representing different backgrounds and each class ran a stall or activity to raise awareness of the variety of lifestyles in Britain today. Some, such as the yoga class and the fruit kebab stand, also promoted healthy lifestyles, adding to pupils' already good knowledge. Last year, attendance dipped to below average. Vigorous efforts by the school have resulted in a rise to above average levels during the first half of the current year. Because their attainment in basic skills, such as writing and numeracy, is average rather than good, pupils are prepared satisfactorily for the next stage in their education.

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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	3
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
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons involve a range of activities so pupils remain interested throughout. At relevant points, pupils are often asked to discuss their ideas with a partner, helping them to organise their thoughts and put them into words. Increasingly, work in other subjects is used as a starting point in literacy lessons, as when Year 2 pupils planned an information sheet about the materials they had studied in science. Teaching assistants contribute well to learning, for example, by leading programmes designed to boost the attainment of particular groups of pupils. This is possible because teachers are well aware of the levels at which each pupil is working and track their progress carefully. On occasion, work for different groups of pupils is too similar. This means that, on those occasions, it is insufficiently challenging for the most-able and/or too hard for lower-attaining pupils. There are sometimes too many targets to enable each pupil to be clear about their priorities and the pupils are not reminded about them often enough during lessons. Some marking is excellent, but more is not consistently helpful enough.

Recent revisions to the curriculum are providing good opportunities for pupils to learn through first-hand experiences and through independent research. Visits help to bring subjects such as history to life and clubs are varied, very popular and greatly enjoyed. Extensive partnerships enable the school to offer experiences that enhance pupils' learning and personal development. During the inspection, pupils developed their understanding of alternative methods of communication as they met and worked alongside people who are

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deaf. Links between subjects are growing apace and help pupils to see the relevance of what they learn. However, writing is not always promoted well enough in subjects other than literacy.

Excellent partnerships with the children's centre help to ensure that, for example, concerns about children are often identified even before they join the Early Years Foundation Stage, so no time is lost in providing them with the necessary support. Pupils and their circumstances are known very well, enabling leaders to target support precisely, including drawing upon specialist expertise within the school and from other agencies and professionals. Parents and carers are offered a variety of opportunities to develop their own skills in order to help their children with learning or behaviour. Again, these are often tailor-made to meet individual needs. The highly effective work with parents and carers has also been instrumental in improving attendance. The out-of-school clubs meet pupils' needs well, with healthy food and a range of well-organised, enjoyable and stimulating activities. Academic support is not as consistently effective as that for pupils' personal development and the transition from the approaches to learning in the Reception Year to those in Year 1 is too abrupt.

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

How effective are leadership and management?

Despite staff changes, the headteacher has successfully communicated her ambition for the school so that the culture is one that supports continuing improvement. Systems for monitoring the effectiveness of provision have been revised and middle and less-experienced leaders are provided with opportunities to develop their skills. For example, the two literacy co-ordinators have conducted an audit, produced an action plan and delivered training to staff. Like most other leaders, they have not yet taken part in formal lesson observations, but this development is planned. Pupils' progress is tracked thoroughly and the information gathered is used extensively by senior leaders, for example, to check the effectiveness of interventions such as those used to support pupils with special educational needs and/or disabilities.

The school promotes equal opportunities well, for example, by making special arrangements to provide particularly vulnerable pupils with similar experiences to those who have more advantages. Governance is good. Members of the governing body are well-informed, often gathering information about the school's work from first-hand observations. They are very supportive, but also prepared to question and challenge.

Current safeguarding requirements are met. Child protection arrangements are very well organised and effective. Some recent changes to health and safety procedures are still too

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new to be fully embedded, but leaders are monitoring their implementation carefully. Community cohesion is promoted well. The school's audit and action plan show clearly leaders' commitment to involving all community groups in its work and life. To this end, a parents' and carers' forum has been established, providing a formal mechanism for representatives of different groups to contribute to decisions made about the school's development.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Their good progress means that, at the end of the Reception Year, children are often working at levels close to those expected. In aspects of their personal, social and emotional development, sometimes expectations are exceeded. Writing tends to be the weakest area of learning. Children are inquisitive about the world around them because a good range of resources fires their imagination. They are confident to choose what, where and how they play and learn, in response to adults' continuous efforts to encourage independence. Adults provide plenty of activities to promote early writing skills. For example, children may write menus for the types of sandwiches they have chosen to make or label a map to show where treasure is buried. However, they do not necessarily choose to write and adults do not always encourage them strongly to do so.

Children from different backgrounds get on well together and they all learn quickly to share, take turns and behave well. Staff work together as a strong team, collecting accurate information about each child's learning and using this effectively to plan activities that meet particular needs. Parents and carers have a very positive partnership with staff and contribute well to tracking children's progress, for example, by 'jottings' about what they have done at home. Warm, caring relationships between children and adults ensure that children feel very safe. Good leadership and management have resulted in effective

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steps to improve the provision, for example, by enhancing outdoor learning opportunities. Links with the children's centre are extremely effective particularly in supporting the most vulnerable children. Children who attend the out-of-school clubs have a key worker to help ensure their needs are met. They benefit also from opportunities to play with older children and learn from the way in which they use resources and tackle activities.

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

Nearly all of the questionnaires returned indicate that parents and carers are happy with all aspects of the school. The inspection findings reflected these positive views. A number of parents and carers wrote appreciatively about the help given to them and their children. A few others mentioned individual concerns. The school is already aware of these issues and is, where possible, attending to them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadgate 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	69	11	31	0	0	0	0
The school keeps my child safe	24	69	9	26	1	3	1	3
My school informs me about my child's progress	24	69	11	31	0	0	0	0
My child is making enough progress at this school	23	66	12	34	0	0	0	0
The teaching is good at this school	24	69	10	29	1	3	0	0
The school helps me to support my child's learning	19	54	15	43	1	3	0	0
The school helps my child to have a healthy lifestyle	18	51	16	46	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)	19	54	13	37	0	0	0	0
The school meets my child's particular needs	19	54	15	43	1	3	0	0
The school deals effectively with unacceptable behaviour	17	49	15	43	1	3	1	3
The school takes account of my suggestions and concerns	17	49	13	37	3	9	0	0
The school is led and managed effectively	21	60	13	37	0	0	0	0
Overall, I am happy with my child's experience at this school	25	71	8	23	2	6	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 March 2011

Dear Pupils

Inspection of Broadgate Primary School, Leeds, LS18 5AF

Thank you for being so welcoming when the inspectors visited your school. We enjoyed our short time with you and would particularly like to thank the pupils who met with us to talk about the school. You told us how much you like your school and we understand why this is so. Yours is a good school. Here are some of the features that helped us to make this decision.

- You make good progress in your learning, because you are taught well.
- The curriculum includes lots of interesting activities, clubs, visits and special events.
- You are cared for well and this means that you feel safe in school.
- You learn a lot about how to be healthy.
- You behave well and you are happy to take on responsibilities, such as running events at the diversity fair.
- Attendance has improved because the school has worked with parents and carers and set up rewards for you when you attend well.
- The school has excellent partnerships with many different organisations and with parents and carers.
- The school's leaders know just what needs to be done to help the school improve even more.

We have asked your headteacher, other leaders and the governing body to do the following things:

- make sure that teachers set you work that is not too hard or too easy and use targets and marking to let you know how you can improve
- give you more writing activities, especially ones that ask you to write longer stories or accounts, in literacy and other subjects.

You can help by continuing to try hard and to come to school as often as possible. Both of these are so important for your lives now and when you grow up.

Yours sincerely

Rosemary Eaton

Lead inspector (on behalf of the inspection team)

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