

Broadford Primary School

Farringdon Road, Romford, RM3 8JS

Inspection dates

5–6 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Broadford Primary is an exciting and dynamic place to learn. It has a hugely welcoming and friendly atmosphere and is justly popular in the community. Parents appreciate the excellent new building, the helpfulness of the staff and think that their children are extremely well taught and looked after.
- Levels of attainment have risen rapidly in the last three years and are now above average. Some pupils reach very high standards in mathematics and reading.
- Teaching across the school, from the Nursery to Year 6, has a significant impact on learning. As a result, all groups of pupils make excellent progress in their personal development and in reading, writing and mathematics.
- Pupils say they love coming to school because they like their teachers and the adults who work with them. They say that lessons are challenging and fun and there is always plenty to do. Attendance continues to improve.
- Pupils behave impeccably in lessons and around the school. They know the school rules and follow them. Pupils who join the school mid year are quickly inducted into the Broadford way.
- Pupils are extremely keen to learn and have a genuine thirst for knowledge. Pupils work and support each other well in learning.
- The school is rigorous in ensuring that pupils are safe.
- The headteacher, closely supported by the deputy and assistant headteachers, have been relentless in improving every area of the school's work. Their high expectations of both pupils and staff have resulted in exceptional advances since the previous inspection.
- The governing body is well organised and well led. It has steered the school through some significant changes in recent years and been successful in recruiting an outstanding headteacher and a very able senior leadership team.

Information about this inspection

- Inspectors observed teaching and learning in 16 lessons, of which four were observed with members of the senior leadership team. There were a number of additional visits to classes to see pupils taught in smaller groups and assemblies.
- Discussions were held with the headteacher, senior and middle leaders, governors and a representative from the local authority.
- Inspectors spoke to pupils at lunchtimes and break times and groups of pupils representing every year group.
- Inspectors heard pupils read from Years 1, 3 and 6.
- The inspection team looked at a range of documentation including the school improvement and development plan, its checks on how well it is doing, minutes of governing body meetings, statistical information about pupils' progress, achievement, behaviour and attendance. They looked at pupils' work in books and on display around the school.
- Inspectors also took account of 132 responses to the online questionnaire, Parent View, and the responses to the staff questionnaire as well as a comprehensive survey recently undertaken by the school.
- Inspectors met with small groups of parents and spoke to parents at the beginning and at the end of the school day.

Inspection team

John Sweet, Lead inspector

Additional Inspector

Raminder Arora

Additional Inspector

Peter Lacey Hastings

Additional Inspector

Full report

Information about this school

- Broadford Primary School is larger than the average primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils who are eligible for the pupil premium is significantly above average. This is additional money allocated by the government for children who are looked after by the local authority or who are known to be eligible for free school meals.
- The proportion of disabled pupils or those who have special educational needs supported at school action is above average. The proportion of such pupils supported at school action plus or with a statement of special educational needs is below average.
- The Early Years Foundation Stage comprises a Nursery and two Reception classes.
- The school meets the current floor standards, which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Ensure that teachers consistently teach outstanding lessons by sharing excellent practice to help each other refine their performance and increase their already high levels of achievement in reading, writing and mathematics.

Inspection judgements

The achievement of pupils is outstanding.

- Children in the Nursery and Reception classes join the school with skills that are below that which is typical for children at this age. As a result of the effective teaching and support they receive in this well-resourced and stimulating environment, they make rapid progress. By the end of their time here, they have developed good listening and learning skills and are well prepared for Key Stage 1.
- Attainment in phonics (the sounds that letters make) improved significantly between 2012 and 2013 and standards continue to rise as a result of the systematic teaching of basic skills in the Reception classes and Key Stage 1.
- Attainment at the end of Year 2 in reading, writing and mathematics has risen over the last three years and was broadly average in 2013. Nearly all pupils currently in Year 2 are on track to meet the challenging targets that have been set for them.
- Results of the Key Stage 2 tests have also risen dramatically since 2011 and were above average in 2013, with many pupils achieving very highly in reading and mathematics.
- Achievement in reading is outstanding across the school as a result of the systematic and high paced teaching of reading in the Early Years Foundation Stage and Key Stage 1. Reading is promoted extremely well across the school through the very effective use of the library, the impact of visiting authors and the various programmes and competitions. By the time they leave the school pupils are highly confident and committed readers.
- In 2013, the proportion of pupils making and exceeding expected progress in reading, writing and mathematics in Key Stage 2 was well above the national average. These good levels of progress were evident during the inspection in Years 3 to 6.
- Pupils who join the school mid year make rapid progress because the school makes accurate assessments of any areas of weakness and provides immediate support to put this right.
- Pupils who speak English as an additional language also make rapid progress. They respond very well to expectations that pupils communicate with one another and use English.
- Pupils' progress has improved over the last three years. They now make rapid progress as a result of the much better teaching they receive and consistent high-quality marking.
- This very careful attention to meeting the precise needs extends particularly to disabled pupils and those who have special educational needs. Well-targeted support for these pupils enables them to overcome many of their difficulties and make the same good progress as their classmates and often much better than that made nationally.
- The attainment of pupils eligible for the pupil premium at the end of Key Stage 2 is lower than their peers in school. In 2013, they were just over a term behind in reading and mathematics and two terms in writing. However, this gap is closing quickly and attainment is rising for this group because these pupils are making excellent progress in school as a result of the programmes that are in place to support them.
- More able pupils have a mentor and access to a range of activities which are designed to challenge and motivate them. This includes a Saturday morning class at a local school which helps them reach the highest levels of attainment in mathematics, reading and science by the end of Key Stage 2.

The quality of teaching is outstanding

- Teaching has improved significantly since the last inspection because the headteacher has established very high expectations for both staff and pupils. In order to meet these expectations, staff have had, and continue to have, the necessary support and training to improve their

practise. The school has used the Teachers' Standards extremely well to set out what is expected.

- Relationships in lessons are excellent and there are high levels of mutual respect. This makes working in groups and teams more successful. In a lesson in Years 3/4, pupils were very skilled in organising themselves into a group and allocating particular roles in order to perform a poem to the rest of the class.
- Teachers plan work that is closely tailored to the capabilities of the pupils in their classes. As a result of this, pupils make rapid progress in lessons and many pupils choose to tackle additional challenges because they are so keen to excel. In a small number of lessons, more able pupils would be able to cope with even harder work.
- Teachers use questioning very well to engage pupils, check understanding and challenge them to develop their understanding further. Supportive questioning enables all pupils to make contributions to class discussions, and most teachers are very skilled at getting pupils to explain their understanding of concepts to the rest of the class.
- As a result of the good quality training and support they receive, teaching assistants make a big impact on pupils' learning in lessons or when working pupils outside of lessons; often directly teaching or making assessments which can be used to improve learning.
- Consistently high quality marking helps pupils make excellent progress in their learning by providing accurate feedback about how well they are achieving and what they should do next. This practice works especially well in writing. Pupils regularly respond to comments made by the teacher which ensures that pupils make sustained progress.
- The use of homework is well established and contributes to high achievement in a range of subjects. Parents and pupils know that they have to read, spell and practise learning their times tables at home. In addition, they have challenges to complete which may involve using a range of skills. Pupils welcome the challenge and say it helps them as learners as well as significantly increasing their general knowledge.
- Teachers use a range of imaginative techniques which ensure that pupils are highly motivated and highly committed to learning in a range of subjects, including French, music and art. These techniques include the creative use of technology and the setting of additional challenges. Pupils respond well to the wide range of rewards and incentives on offer.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils have excellent attitudes to learning. They are curious, inquisitive, enthusiastic and eager to take part in the wide range of activities and challenges that the school provides.
- Staff are very skilled at managing a range of behaviour. Leaders have ensured that strategies and support for those pupils with behavioural difficulties are well understood and carried out. Parents spoken to agreed that the school had been extremely helpful in helping their children make progress in learning and, often, transform their attitude to school. This work often begins in the nurture group which meets every morning.
- Pupils' behaviour is excellent because they know what is expected, follow the school rules and are proud to be Broadford pupils and to wear the uniform. Pupils are often complimented on their excellent behaviour when they are out of school on one of the many trips and visits that are arranged. On the second day of the inspection, pupils were imaginatively dressed as well-known characters from books. While excitement was high, pupils remained sensible and cooperative.
- The school's work to keep pupils safe is outstanding. There are rigorous checks made to ensure that all staff and visitors are correctly vetted and that the site is secure and free from hazards.
- Incidents of bullying are very rare and any hint of unpleasantness is swiftly dealt with. Pupils themselves are well equipped to deal with bullying and other potential dangers because they regularly take part in workshops, including those about keeping safe on the internet.

- Pupils show very high levels of care and respect for each other and collaborate extremely well. Pupils spoken to around the school are unfailingly polite, friendly, outgoing and, at times, candid.
- Older pupils show outstanding leadership in helping younger pupils around the school and in the playground. They also act very responsibly as buddies to pupils who are new to the school. Some of these new pupils do not speak English as their first language or they may have come from another country.
- Attendance has risen significantly in the last year because pupils are extremely keen to come to school and they respond well to the range of incentives and rewards, such as the 100% Attenders Award. There are currently only a tiny minority of persistent absentees.
- Punctuality is also rigorously monitored and all non-attendees or latecomers are swiftly followed up. As a result, punctuality is also steadily improving.
- Exclusion rates have been reduced significantly and there have been no recent exclusions.

The leadership and management are outstanding

- The headteacher is a dynamic and inspirational leader. He knows the names of all the pupils and is regularly approached by youngsters who are keen to tell him about their recent learning. As some pupils said, 'We love Mr Drakes, he puts a smile on your face.' He is ably supported by the wider leadership team and a strong governing body. Their vision for the school is widely supported among the staff, pupils and parents. Together, they ensure that there are tremendous opportunities for all the pupils to achieve as well as they can academically and in their personal development.
- The leadership team, including the new Early Years leader, have achieved significant success in improving the quality of teaching and standards since the school was last inspected. They have done this by establishing high expectations for all. They are determined that even more teaching should be outstanding and have put into place a rigorous, but innovative approach to improving practice. This involves the intelligent use of how well teachers perform, coaching and very clear career stage expectations. Some of these initiatives are led by relatively new members of the leadership team. Aspects of this approach have been successfully shared with other schools.
- Parents who responded to the online survey are unreservedly positive about the quality of leadership and management in the school. All of the parents spoken to during the inspection had nothing but praise for the school and what it does for their children. They appreciate the lengths that the school goes to in order to keep them informed, including the innovative use of social media and the school website. They find all staff helpful and approachable.
- The school analyses pupil assessment information well to establish strengths and areas for further development. In recent times, writing has been a focus for improvement and it is clear from the work seen during the inspection that this focus has had a major impact on the quality and range of writing across the school.
- The school successfully ensures that all have the same chances of success and has been exceptionally successful in ensuring that potentially vulnerable or disadvantaged pupils make the best possible progress in their learning. This is because it has deployed staff well and used resources well to ensure that pupils progress well.
- The progress of different groups is carefully examined to ensure that they are all on track to achieve challenging targets. Discrimination of any kind is not tolerated.
- The curriculum is wide ranging and successfully promotes pupils' spiritual, moral, social and cultural development. It succeeds in motivating pupils to achieve as well as they can and to have very positive attitudes to learning. One of the many strengths is the high quality provision for sports and physical education. Specialist teachers and coaches are used extremely well to ensure that levels of participation are high and that excellent standards are achieved. The school has used the primary sports funding well to support this area. In addition, there is a wide range of clubs and activities that pupils can take part in, such as a visit to the national opera house as

part of a music project.

- The local authority has provided good support for the school in its journey to outstanding. The school values the regular review group which has ensured that the school has continued to improve at a time when there are many other pressures to deal with, including the construction of the new building and a rapidly increasing role.

■ **The governance of the school:**

- The governing body is very well organised and led. Records show that governors have discussed a wide range of important topics in meetings. They regularly ask questions of the senior leaders and challenge them to justify and explain how important decisions are made. They monitor the work of the school through the sub-committee structure and are linked to key staff in the school. Some governors actively monitor progress being made against the targets in the school improvement and development plan.
- Governors are aware of the importance of monitoring the use and impact of additional grants to the school, including the pupil premium and primary sports funding.
- Governors are robust in holding the headteacher and senior leaders to account for all aspects of the school's performance. They ensure that increases in pay are used to reward teachers whose performance is good.
- They have managed the school very well through a period of great change and expansion. One of their notable successes is the recruitment of the current leadership team who have ensured that the school continues to improve.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102317
Local authority	Havering
Inspection number	430588

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	412
Appropriate authority	The governing body
Chair	Gill Gordon
Headteacher	Malcolm Drakes
Date of previous school inspection	13 14 March 2012
Telephone number	01708 342880
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