

# Brockworth Primary Academy

Moorfield Road, Brockworth, Gloucestershire, GL3 4JL

**Inspection dates** 24–25 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils	Good	2	2
Quality of teaching	Good	2	2
Behaviour and safety of pupils	Good	2	2
Leadership and management	Good	2	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make a positive start in the Reception class and make good progress, especially in their listening, personal, social and emotional development.
- Pupils achieve well and make good progress especially in writing and mathematics. This is because all staff regularly check pupils' progress so that no one falls behind.
- Teaching is now good overall. Teachers set work at the right level for their classes. Teaching assistants contribute well to the pupils learning.
- Pupils' behaviour is good. They say they feel safe and display positive attitudes to learning. Pupils are considerate and caring towards each other. There is a strong respectful relationship between pupils and adults.
- Leadership and management are good. All leaders ensures that the performance of staff is evaluated rigorously and developed to ensure pupils achieve their best.
- The joint approach to planning and improving the academy is very clear, with a definite determination to improving pupil achievement.
- Governors know the academy's strengths and areas for development well; they provide challenge as well as support to make sure the academy continues to improve.

### It is not yet an outstanding school because

- Teaching does not always ensure that pupils answer searching questions in a variety of situations.
- Teachers' advice when marking pupils' work, particularly in mathematics does not always tell pupils clearly how to improve.

## Information about this inspection

- Inspectors observed 14 lessons or part-lessons taught by seven teachers. Several of which were joint observations with members of the leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants.
- Inspectors also watched two assemblies.
- Inspectors heard pupils read from Years 2 and 6 and also held meetings with two groups of pupils including the student council.
- Inspectors spoke to two academy governors, including the Chair of the Governing Body, regional director of the Academies Enterprise Trust (AET) and staff, including senior and middle leaders.
- Inspectors looked at a range of documents, including academy improvement plans, achievement data on pupils' current progress and records relating to behaviour, attendance and safeguarding children and the schools plans for spending the additional sports funding
- Questionnaires were analysed from 20 members of staff.
- Inspectors took account of the responses of 19 parents to the on-line Parent View questionnaire during the inspection. Inspectors used the start of the day to talk to parents.

## Inspection team

Sarah Jones , Lead Inspector

Additional Inspector

David Wolfson

Additional Inspector

## Full report

### Information about this school

- Brockworth Academy Primary is a smaller-than-average primary school.
- The school converted to become an academy in September 2012 when its predecessor's school, Brockworth Primary School, was judged to be inadequate, at its last inspection.
- The proportion of pupils who need extra help identified at school action is higher than average. Those identified at school action plus or have a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals, for whom the school receives additional government funding (pupil premium), is above average.
- A large majority of pupils are of White British heritage.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching from good to outstanding by ensuring:
  - that teachers provide more opportunities for pupils to answer searching questions to demonstrate their knowledge and understanding
  - that teachers always give guidance on how pupils can improve their work and provide opportunities for pupils to follow the advice given.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from their low starting points; children join the academy with skills below those expected for their age, especially in language and communication. As a result of a wide range of experiences to develop their understanding and good teaching in Reception children are well prepared to start Key Stage 1.
- Pupils in both Key Stage 1 and 2 make good progress. The progress is most rapid in those lessons where the teachers regularly check how well the pupils are achieving and adapt the activities with support or challenge depending on the need of the individual pupil.
- There are clear strategies in place to raise standards and pupils currently in Year 6 have made good progress year on year and are on track to reach standards above national averages in reading, writing and mathematics.
- Leaders of the academy have introduced effective systems for checking pupils' progress. These are used well across the academy, by both leaders and class teachers.
- The most able pupils make good progress because teachers make sure the work is demanding and tailored to meet their individual needs.
- The inclusive approach of the academy makes sure that disabled pupils and those identified with special educational needs make progress from their various starting points and their attainment is in line, when compared to pupils nationally.
- The academy uses additional government funding, for pupils known to be eligible for free school meals to provide intensive support individually and in small groups. Teachers and teaching assistants work hard to help pupils gain confidence in their own ability and pupils use resources well to support their work. The success of this support means that there is no attainment gap between this groups of pupils and others in the school.
- Progress is at its best when pupils are able to try out new ideas, this was seen in a literacy lesson when pupils were analysing evidence and considering the next steps in how to improve a story. The pupils described the activity as both fun and challenging.
- Achievement is not yet outstanding as there are some inconsistencies in pupils' achievement in reading, which the school is working hard to eliminate. The school's information clearly indicates that progress is reading improving.

### The quality of teaching is good

- Pupils' progress is improving as a result of consistently good teaching.
- A key strength of the teaching is as a result of all staff including teaching assistants involved in the planning. This ensures teaching assistants are well prepared and make a good contribution to pupils' learning, especially for the disabled pupils and those who have special educational needs.
- Evidence from pupils' work in books and the academy's own records show that good teaching overtime enables pupils to make good progress and achieve well.
- In the most effective teaching, teachers ask searching questions and make timely interventions to ensure pupils make good progress in their knowledge and understanding. However, this more effective practice is not consistent across the school.
- The academy provides good support for disabled pupils and those who have special educational needs. Pupils benefit from working in flexible groupings to meet their needs and in smaller class sizes to maximise adult support. Pupils receive high-quality support from teachers and teaching assistants, at the right level for them within lessons and in one-to-one or small group activities.
- Activities in lessons are varied, with a focus around different topics, such as 'Wings, stings and wiggly things' in Year 1/2. The pupils enjoy the topics and this helps to strengthen their understanding in mathematics and literacy across different subject areas.

- In some subjects such as English, marking is particularly helpful, with teachers providing advice on how to improve their work and giving time to respond to that advice. However, this good practice is not consistently strong across all subjects, and this is why teaching is not yet outstanding.
- Teaching in Reception is good, because teachers plan activities that are set at the right level. For example, a child had visited the academy library and she was finding out about grizzly bears, the teacher asked if her if she could explain why she thought the bears were scary.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Pupils have a positive attitude to their learning and are keen to do well. There is a strong respectful relationship between pupils and adults.
- Pupils are considerate and caring towards each other, for example they are quick to open doors for adults and each other, without having to be asked or reminded.
- The behaviour of children in Reception is good, children are quick to settle into the start of their formal schooling and clear routines have helped children to settle and take responsibility, for example clearing up after class activities.
- Pupils are aware of the different types of bullying, including cyber bullying. They report it is rare and dealt with quickly if it happens. The vast majority of parents report that bullying is dealt with effectively.
- The academy's work to keep pupils safe and secure is good.
- The student council have enjoyed working with the caretaker to identify any issues of health and safety within the academy. Members have responded well to this, making sure that all areas are safe for all the community. Pupils know how to keep themselves safe, including internet safety.
- The academy has been active in raising attendance and the appointment of a family support worker has helped.
- Behaviour is not yet outstanding because occasionally not all pupils use their time on activities to really work hard and improve their learning.

### **The leadership and management** are good

- The clear vision and commitment of the Principal, supported by senior and middle leaders have been successful in ensuring teaching is good or better. However, leadership and management are not yet outstanding, because leaders have not yet secured outstanding teaching across the academy to ensure all pupils achieve as well as they should.
- The use of information of pupils' progress is particularly effectively. The Acting Vice Principal supports Key Stage leaders and teachers to check on pupils' progress to find out how well pupils are achieving and review the support that each pupil requires to be meet their individual needs.
- Leaders, including middle leaders, have an accurate view of the academy's strengths and the areas that require further improvement. There is a clear sense of team ownership, with shared responsibility and a drive to move the academy forward. All documents produced have been with the support of the governing body.
- The process of setting targets for teachers and teaching assistants has been used well to raise standards, providing training which is closely linked to the needs of the academy and individual responsibilities. One teacher reported 'the leadership team are focused and provide lots of support for all staff. I feel that everyone working here support and challenge the children to reach the best of their abilities'.
- A wide range of subjects ensures that pupils are well engaged. Pupils say they enjoy the lessons, especially mathematics as it is made fun. There are links between subjects and during the inspection pupils were seen implementing their mathematical knowledge during a PE lesson.
- Extra funding for physical education has been used to continue to buy in a sports coach to

promote and deliver physical education across the academy both during lessons and at the end of the day, which includes a range of sporting activities such as tennis, taekwondo, cricket and football.

- Pupils' spiritual, moral and social understanding is good. With evidence in a display of pupil research into India which included finding out about Diwali and trying out hand painting. At break times pupils clearly display their understanding of the differences between right and wrong and the importance of care for others, further evidence was seen in an assembly.
- Additional government funding is carefully managed and effectively used to successfully enhance pupil progress.
- AET and the local authority have provided support including training for governors.
- The staff have worked very hard with parents and have plans to continue to help involve parents in all areas of their child's education. This includes parents listening to their children read every week, topic presentation and end of term plays, parents appreciate this 'it is good to be given an opportunity to be involved in children's school life'.
- The improvements made by the leadership team, alongside the shared determination of all the staff and governors, indicate that the academy is well placed to continue to improve.
- Arrangements for safeguarding meet current requirements.

#### ■ The governance of the school:

- The governing body has a clear understanding of the strengths and areas for development within the context of the academy and the community it serves and the needs of the pupils, in relation to similar schools. The governing body is clear on the targets and how these can be met. This includes the use of data on pupils' progress, how it compares with other schools nationally, and how it informs teachers planning to improve progress in all classes. Governors make sure that statutory responsibilities are met, such as safeguarding requirements are fully in place and effective. Governors have clear understanding of the management of teachers' performance and the implementation of the national 'Teachers' Standards' in relation to the impact on salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium and sports funding to improve pupils' overall achievement. Governors make sure they are kept up to date with training to improve their effectiveness, this is especially important when both challenging and supporting the school in all areas including standards in teaching in relation to pupil outcomes.

## 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

<b>Unique reference number</b>	138674
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	440101

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Les Brooking
<b>Principal</b>	Patricia Briggs
<b>Date of previous school inspection</b>	not previously inspected
<b>Telephone number</b>	01452 862809
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