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Ms Susan Woodrow
Executive Headteacher
Broadlands Primary School
Prospect Walk
Tupsley
Hereford
HR1 1NZ

Dear Ms Woodrow

Requires improvement: monitoring inspection visit to Broadlands Primary School

Following my visit to your school on 6 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection on 29 January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- produce a written evaluation on the impact of the pupil premium funding
- improve the attendance for pupils learning English as an additional language and those pupils with disabilities and/or special educational needs.

Evidence

During the visit, meetings were held with you, other senior leaders, pupils, members of the governing body including the Chair, and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated.

Context

There have been no staffing changes to the school since the last inspection.

Main findings

The senior leadership team from the local partner secondary school has been working effectively to bring about improvements since it was appointed in September 2013 before the last inspection.

It has rigorously monitored all aspects of the schools including the progress of pupils and the quality of teaching. This, together with individual tailored packages of support for teachers, has led to the rapid progress of pupils currently in Years 2 and 6 in their reading, writing and mathematics. Year 6 pupils are on track to achieve broadly average standards in reading, writing and mathematics which would represent good progress from their low starting points at the end of Year 2.

Similarly pupils in Year 2 have made up for lost ground the previous year and are on line to make broadly expected progress in reading, writing and mathematics from the start of Key Stage 1. Pupils eligible for support from the Pupil Premium fund and those with disabilities and/or special educational needs are now making progress in line with their peers in the school. They are closing the national gap in attainment with all pupils.

Teachers are held to account by senior leaders through regular half termly pupil progress meetings where the progress of all individuals and groups of pupils is reviewed. Where teaching has been identified by leaders as not yet good a programme of individual support and buddying has been put in place alongside action plans for individual teachers with measurable targets.

Attainment targets for pupils have been raised to ensure that all pupils make a minimum of 3.5 average points score progress. To date this has been achieved in most but not all year groups as not all teaching is yet good. Pupils acknowledge the significant improvement in behaviour in lessons and are aware that they are being made to work harder in lessons, especially in mathematics. The new behaviour policy introduced in January 2014 has led to a fall in the number of recorded serious incidents and the number of repeat offences.

The governing body has led the school strategically through the setting up of the current senior leadership arrangements with the neighbouring secondary school. It is also actively considering the future direction of the school with regard to proposals for federation with the secondary school. Senior leaders are taking steps to enhance the middle leadership of the school and have undertaken a restructure of roles and responsibilities to take effect from September 2014.

The school has sought to engage more with parents through improved communication and consultation over the direction of the school. Senior leaders have a high profile around the school which has been welcomed by parents.

Leaders have not yet formally evaluated the impact of individual pupil premium initiatives although the school does report on how much money is spent and on which activities.

Attendance has improved during the academic year but remains below average overall, and lower still for pupils learning English as an additional language and those pupils with disabilities and/or special educational needs.

External support

The local authority has provided limited financial support to the school to develop teaching and has undertaken a review of provision in Early Years. It has not yet formally monitored the school since the last inspection.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Herefordshire.

Yours sincerely

Mark Sims
Her Majesty's Inspector