

# Broadfield East Infant School and Nursery

Vulcan Way, Broadfield, Crawley, RH11 9PD

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is school requires improvement because

- The progress of pupils requires improvement.
- Pupils' attainment by the end of Year 2 is not high enough. Pupils' progress from their different starting points is not consistently good in writing. Too few pupils attain the higher National Curriculum levels.
- Teaching requires improvement because teachers do not always effectively use the information which they collect about how well pupils are doing. As a result, they do not always match activities well enough to the differing abilities of the pupils, particularly the most able, and this slows down learning.
- The pupils' use of grammar, spelling, punctuation and the standard of their handwriting all require improvement. Pupils do not have enough opportunities to write in a broad range of subjects and so promote their faster progress.
- Marking and feedback and the use of targets are not used consistently. Pupils do not always understand how well they are doing and how to improve their subsequent work.

### The school has the following strengths

- The headteacher continues to set high expectations of what can be achieved. Well-crafted improvement plans and strengthened monitoring have brought about improvements, both in the quality of teaching and in pupils' attainment.
- There has been a strong improvement in reading standards over the past year.
- Strengths in teaching in Year 1 are helping pupils to make good progress.
- Children in the Nursery and Reception classes get off to a good start because of good teaching and high levels of care and support.
- Pupils are keen and enthusiastic learners. Behaviour is good and pupils feel very safe at school.
- Governors provide good support. Their determination to eradicate any poor performance by rigorous checks on the school's performance is leading to improvements in pupils' achievement.

## Information about this inspection

- The inspectors observed 21 lessons or parts of lessons taught by 11 teachers. Almost all of these were jointly observed with the headteacher or assistant headteachers. In addition, the inspection team made a number of shorter visits to lessons to focus on specific aspects of the pupils' learning.
- Inspectors observed the provision for those pupils learning with extra support,
- Inspectors visited two assemblies.
- Discussions were held with the Chair of the Governing Body, senior and middle leaders, staff, pupils and two representatives of The Kemnal Academies Trust.
- The inspection team observed the school's work and looked at documentation, including that relating to safeguarding, behaviour and attendance, assessment, monitoring and self-evaluation of the school's strengths and weaknesses and the school's improvement planning. Work in pupils' books was jointly examined with the headteacher and assistant headteacher, and inspectors heard individual pupils read from Year 1 and Year 2.
- Inspectors took account of the 12 responses to the online questionnaire (Parent View) and the 18 completed staff questionnaires. Nineteen parents were also spoken to when they brought their children to school.

## Inspection team

Wendy Forbes, Lead inspector

Additional inspector

John Viner

Additional inspector

Teresa Davies

Additional inspector

## Full report

### Information about this school

- Broadfield East Infant School and Nursery is larger than average for the type of school.
- The majority of pupils are from White British backgrounds; the proportion of pupils from minority ethnic groups is above average.
- Approximately one third of pupils speak English as an additional language. This is an above average proportion.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The percentage of pupils with more complex needs identified and supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the additional funding for looked after pupils, those from service families and pupils known to be eligible for free school meals is lower than the national average. In this school there are only pupils from the last category.
- Since September 2013 a higher-than-average number of pupils has joined or left the school partway through their education.
- The school runs a breakfast club. This is managed by the governing body and was reviewed as part of the current inspection.
- The school became part of The Kemnal Academies Trust in September 2012. This is its first inspection since its change of status. When last inspected, in July 2012, prior to becoming an academy, the school was judged to be satisfactory.
- The school shares a site with, and is physically linked to, its partner junior school, which is also an academy within the same academy trust.
- Since the school converted to an academy there have been a number of staff changes, including long-term planned and unplanned, short-term staff absence covered by temporary teaching staff, and a range of new appointments including a new assistant headteacher.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring all teachers check pupils' attainment and progress accurately and use this information to set work at the right level to challenge all pupils, particularly the most able
  - ensure marking, feedback and the use of targets are consistently and effectively used across the school so that pupils know how well they are doing and how they can improve.
- Improve pupils' achievement in writing by:
  - ensuring that pupils spell, punctuate and use grammar with greater accuracy, and that their handwriting is accurately and legibly formed
  - ensuring there are more opportunities to write across a range of different subjects and for different purposes.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement. Although there is a currently improving picture of pupils' progress, pupils' attainment, especially the most able, by the end of Year 2 is not high enough in writing. Too few pupils attain the higher National Curriculum levels. More able pupils are not always given work that is challenging enough to enable them to make rapid progress.
- In writing, standards in some classes remain below those expected. Pupils' achievement is improving generally, but not in all aspects. Pupils can develop and sustain ideas through their writing. Most can write simple and sometimes more complex sentences. However, samples examined during the inspection show some pupils lack accuracy in their use of grammar, punctuation and spelling, and their handwriting is not always accurately formed. There are too few opportunities for pupils to write across a wide range of subjects and for different purposes, and so develop their literacy skills further.
- Since September 2013, however, pupils' progress has improved. Rapidly improving teaching is making sure pupils are more effectively supported to make better progress. Any gaps between national standards and school outcomes are closing. The proportion of pupils exceeding expected progress for their age is increasing, particularly in reading and in mathematics.
- An effective whole-school focus has accelerated pupils' progress in reading. As a result, the performance of Year 1 pupils in the phonic (letters and their sounds) screening check has improved and is now at least broadly average, with a growing minority who achieve at higher levels.
- Children enter the Nursery with skills generally below the expected level of development for their age. They progress well throughout the Early Years Foundation Stage, so skills are broadly in line with nationally expected levels when they join Year 1. Strong teaching in Year 1 ensures most pupils continue to progress well.
- Disabled pupils and those who have special educational needs and pupils who speak English as an additional language are well supported in lessons since they benefit from additional, sometimes specialist, teaching and support. As a result, they make progress at similar rates as their peers.
- Pupils eligible for additional funding benefit from well-planned individual and group support. This is helping to accelerate their progress and ensure they are catching up with their classmates. As a result the gap in attainment in Year 2 has narrowed since 2013 when these pupils were approximately half a term behind their classmates in reading, writing and mathematics.
- Pupils who speak English as an additional language or who join the school partway through their education are supported very well. The provision for these pupils is carefully reviewed and their progress is closely monitored to take account of any gaps in their learning.

### The quality of teaching

### requires improvement

- Teaching requires further improvement because some teachers do not ensure that activities are well enough matched to the differing abilities of the pupils.
- The school has established consistent systems for checking and improving pupils' progress. However, some teachers do not use this information to focus sufficiently well on pupils' individual learning needs. For the most able pupils, in particular, work is not always demanding enough and the expectations of their teachers are not always high enough. When this happens, pupils become restless, lose concentration and progress is slower than it could be.
- Effective teaching, in Year 1 helped pupils to develop their descriptive writing using pictures from *The Snail and the Whale* story. An enthusiastic teacher built effectively on pupils' prior learning to extend their use of adjectives as pupils wrote about 'freezing mountains', 'fiery volcanoes' and a 'scarey, spooky and gloomy' scene of a whale as it 'swam across sparkling, icy water'. High expectations and effective use of a visualizer to share and edit pupils' writing helped

pupils to understand what worked well and what could be improved.

- Teaching over the last year, however, has improved rapidly. Although there are still inconsistencies in some classes, the most effective teachers pass on their passion for the subject they teach. They ask searching questions to extend pupils' thinking and their expectations are high.
- The school's focus on literacy and numeracy has strengthened the teaching of phonics and reading. This has led to generally rising standards in reading and sustained improvement in the teaching of basic mathematical calculation skills.
- Pupils for whom the school receives additional funding are accelerating their progress. This is because learning activities are carefully targeted to improve their achievement in reading, writing and mathematics, as well as their personal development. Pupils who are disabled or have special educational needs make similar progress to classmates because of the effective support they receive from teaching assistants.
- Adults support children well in both the Nursery and the Reception classes in a wide range of exciting activities that appeal to the children. As a result, they are enthusiastic learners and achieve well. Adults successfully encourage children to explain what they are doing, and this helps them develop their understanding.
- While marking and feedback to pupils about how well they are doing and the use of individual targets often provide good guidance for improvement, this is not consistent throughout the school. Sometimes, pupils are unsure how to make their work better.

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

- Pupils' behaviour is typically good. Most pupils and parents agree. Pupils exhibit positive attitudes to learning and are enthusiastic about the way the school celebrates their achievements. As one said, 'When people get in the Golden Book we sing our 'Well Done' song.'
- Behaviour is not outstanding because occasionally a few pupils become distracted when activities are not pitched at the right level to challenge them. However, pupils confirm lessons are hardly ever disrupted by poor behaviour. The management of behaviour is consistently good and the school's records show a decrease in incidents of unacceptable conduct.
- The behaviour of children and learning are good in the Early Years Foundation Stage. They play and work happily together, sharing resources sensibly. Routines are well established and all respond well to teachers' or other adults' instructions.
- Year 2 pupils willingly take on responsibilities to help the smooth running of the school. They enjoy roles as monitors and Playground Buddies.
- The school's work to keep pupils safe and secure is good. Effective safeguarding procedures are in place to check all who have contact with pupils. Safety is the paramount priority for the school.
- Typically, pupils get on well together, showing respect for others, regardless of background. They learn how to keep themselves safe in different situations, such as walking to school and when using the internet. They understand different forms of bullying and say it is rare. Pupils feel confident that adults know them well, care for them and keep them safe.
- Discussions with staff who support pupils with additional needs show the school has effective links with external agencies and is very active in supporting children and families who need additional help.
- The school's robust efforts over time have resulted in improved levels of attendance, which are now broadly average.

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

- The leadership, including the governing body, has ambitious and determined plans to improve the school. Expectations are high and reflected in rapid improvements in teaching. As a result, attainment has risen this year, especially in reading and mathematics. More pupils including those with special educational needs, pupils who speak English as an additional language and those entitled to additional support are making faster progress than in the past. However, the school is well aware that there is still more to do to ensure consistency of teaching to enable all pupils to make good progress.
- Middle leaders have contributed well to strong improvements in reading and continuing developments in mathematics. Achieving improvement in writing is a priority for the school this year. English leaders have a clear vision and ambition for improvement. This has already gone some way to addressing relative weaknesses in achievement. However, the full impact of this work has yet to be seen in terms of the more rapid progress of all the pupils.
- The school evaluates its own performance effectively and has clear and relevant plans for improvement.
- Staff performance is managed well. Records indicate clear links between teachers' performance, pupils' achievement and salary progression. Staff training takes into account teachers' individual targets and the school's priorities for improvement. Senior leaders and governors are single minded in their determination to eradicate any weaker teaching.
- Leadership of the Early Years Foundation Stage is good, ensuring provision helps children make good progress and prepare well for Year 1.
- Leaders' focus on developing the curriculum takes good account of pupils' interests, especially boys whose writing attainment has started to rise as a result. Themes such as Pirates and Super-Heroes have ignited enthusiasm, making effective links across subjects. Special events to celebrate learning in sport, arts, Forest School (hands-on learning in the school's woodland environment), and healthy lifestyles including a Bedtime Routine Day, all enhance learning, promoting pupils' spiritual, moral, social and cultural development well.
- Initial plans for the use of primary sport funding have been effectively implemented. They have started to improve provision by strengthening specialist and in-house teaching, as well as increasing resources and equipment.
- The Kemnal Academies Trust provides effective support for the school in helping to improve teaching and to raise achievement.
- Parents are very supportive of the school. There is much praise, for instance, for opportunities provided to help them understand how their children learn at school.
- Safeguarding arrangements are secure and meet current statutory requirements.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and areas of planned improvement, including information on pupils' progress. The governors compare the school's performance with national information and recognise the school's strengths and weaknesses. Governors are fully involved in driving improvement, for example in the careful management of finances to improve achievement, especially those in receipt of the additional funding. Governors have an informed view of the quality of teaching. They know how school leaders set targets for teachers, check how well staff are improving their expertise, reward good teaching and tackle any underperformance. Governors take part in a range of training to maintain their effectiveness and are developing clear systems to evaluate the impact of recent sport funding. Governors ensure safeguarding requirements are met and pupils are safe.

## 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>	138646
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	440152

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

<b>Type of school</b>	Infant school and nursery
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim McGough
<b>Headteacher</b>	Sharon Anderson
<b>Date of previous school inspection</b>	No previous inspection
<b>Telephone number</b>	01293 406182
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<b>Email address</b>	office@bfei-tkat.org

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