

Broadlands Primary School

Inspection report

Unique Reference Number	116679
Local Authority	Herefordshire
Inspection number	290592
Inspection dates	11–12 July 2007
Reporting inspector	Marion Wallace

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 on roll	
School	396
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Trevor G Clarke
Date of previous school inspection	11 March 2002
School address	Prospect Walk Tupsley Hereford HR1 1NZ
Telephone number	01432 266772
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Broadlands is a large primary school. Most pupils are from White British backgrounds, although there is a small number from other ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is average. Attainment on entry to the Nursery class varies with year groups but is generally well below average. The school has achieved the Activemark Gold Award, Artsmark Gold Award, Eco School, Green Flag and the Football Association Charter Mark School awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Overall effectiveness is inadequate because achievement is unsatisfactory and standards are too low in mathematics and science in Year 6. Nevertheless, there are many signs that the school is improving. This is a friendly, caring place and, as a result, pupils enjoy school and have a positive attitude to their work. Parents and pupils confirmed this, with many positive comments about the school. One spoke for many, saying, 'This is a fantastic school, family atmosphere, excellent relationships and a great range of activities.'

Children settle into the Nursery and Reception well and enjoy school because they make good relationships with all adults. They experience good teaching and consequently make good progress working towards the expected Early Learning goals; they enter Year 1 with standards below those expected. Good achievement and strong teaching result in broadly average standards by the end of Year 2. Achievement is mixed in Years 3 to 6. It is satisfactory in English but unsatisfactory in mathematics and science, resulting in standards that are very low in mathematics and science.

The quality of teaching and learning is satisfactory overall and is improving. Pupils make satisfactory progress in lessons but work is not always closely matched to individual needs in all classes. Data on pupils' past performance show that pupils make better progress in the short term but are having to make up for previous poor progress, particularly in maths and science.

Pupils' personal development is good. They learn to adopt healthy lifestyles because there is a strong focus on this aspect. They say they feel safe and their views are valued. The school council is pro-active, reflecting and acting upon pupils' views. Pupils learn to make a good contribution to their own and the wider community. Preparation for future economic well-being is satisfactory because, although standards reached in literacy and numeracy are low by the time the pupils leave the school, their social skills are good. Care, guidance and support are satisfactory. Aspects of care are good but support for academic work is only satisfactory and has not yet had time to make a positive impact. The curriculum is satisfactory overall, with some good features such as visits and after-school activities.

Leadership and management are satisfactory. The headteacher is well respected and liked by parents, who are grateful for all the school has to offer: 'This school offers a safe and secure learning environment, the headteacher is brilliant and the staff all contribute to the ethos of the school,' said one. The recently formed senior management team has a realistic view of the school's strengths and weaknesses. There are signs that strategies introduced to bring about improvement are bearing fruit, for example, in the improved standards, achievement and behaviour at Key Stage 1 and satisfactory achievement in English in Key Stage 2. These strategies have not yet had time to impact on standards in mathematics and science by the time pupils leave the school. Subjects are reviewed regularly but due to staff changes most subject co-ordinators have not had time to monitor learning in the classroom. Improvements made at Key Stage 1 and the school's plans for further improvement show that the school has satisfactory capacity to improve. It has made satisfactory progress since the last inspection.

Nevertheless, in accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to raising achievement and standards in mathematics and science by the time pupils leave the school.

What the school should do to improve further

- Raise achievement and standards in science and mathematics at Key Stage 2.
- Improve the quality of teaching and learning to ensure it is consistently good and fully meets the different learning needs of pupils.
- Ensure subject leaders monitor their subjects fully and lead necessary developments in their subject area.

Achievement and standards

Grade: 4

Achievement is inadequate and standards are too low when pupils leave the school in Year 6. Improved monitoring has identified weaknesses, measures have been put in place and there are signs of improvement. However, these have not had time to improve standards for the older pupils. Children in the Foundation Stage achieve well but still enter Year 1 with skills below the levels normally expected. Achievement in Years 1 and 2 continues to be good because strong teaching in Year 2 is having a positive impact. Key Stage 1 test results for 2007 show a marked improvement since 2006. In Key Stage 2, pupils make satisfactory progress in English in relation to their starting points, but progress in science and mathematics are unsatisfactory. No groups of pupils, including those with learning difficulties, consistently make the expected progress. As a result, standards in Year 6 are very low in mathematics and science, and below average in English. Provisional test results for 2007 have slipped further since 2006. A scrutiny of science work indicates pupils do not learn to record investigative work in a systematic way and this is a significant factor in the low standards reached. The development of number work and the application of mathematical skills are not as well developed as they should be.

Personal development and well-being

Grade: 2

Pupils enjoy school, have good attitudes to work and relate warmly with adults and each other. Attendance is satisfactory but reduced by the poor attendance of a few pupils. Behaviour is good, a significant improvement from the last inspection. Pupils show initiative through the school council. Improved opportunities for pupils to plan their own learning are at an early stage of development and not yet making a significant impact on learning. Children's personal development in the Foundation Stage is good.

Pupils' spiritual, moral, social and cultural development is good. They learn to reflect on life because strong, spiritual development permeates the daily life of the school. Their moral development is outstanding because they are very well informed about moral issues such as promoting 'Fair Trade' between countries. A critical awareness of issues about slavery led to clear understanding and a good quality drama presentation in Hereford Cathedral. Pupils gain confidence through opportunities like this to perform for others in their own and the wider community.

Quality of provision

Teaching and learning

Grade: 3

Teaching in the Foundation Stage and Key Stage 1 is good. These pupils make good progress in their learning because they enjoy what is offered and respond to clear expectations of their

work. They behave well, are keen to learn and try hard because relationships are good and teachers have high expectations about behaviour to which they readily respond. In Years 3 to 6, teaching is improving and is now satisfactory with some strengths, for example, in the teaching of science in Year 3. Improved assessment is giving teachers good quality information about pupils but this information is not consistently used to plan work for pupils of different abilities. Teaching assistants provide sound support for those pupils who need a little extra help. Pupils make sound gains in English, and oracy skills are developed well through, for example, pupils' preparation for and participation in concerts and performances. Scrutiny of work, however, indicates that teaching and learning over time have been much weaker in mathematics and science, leading to underachievement in these areas.

Curriculum and other activities

Grade: 3

The school is beginning to change its approach to the teaching of basic skills through linking a range of subjects in order to improve progress. Planning is starting to identify the key skills to be promoted in individual subjects but the changes are at an early stage and this initiative has not yet had an impact on standards. There are excellent contributions from the arts. For example, the school's work for the recent Hampton Court Flower Show exemplifies the potential for learning across subjects. The monitoring of developments by subject leaders has not been sharp enough in its assessment and evaluation of how effective the curriculum is. There has been insufficient consideration as to how the curriculum and lesson planning can meet the needs of all groups of pupils. More-able pupils are not always challenged enough by the work. There is a good range of extra-curricular clubs and other activities, for example, trips and visitors to the school, which enhance the curriculum well.

Care, guidance and support

Grade: 3

Good quality pastoral care promotes pupils' good personal development. Teachers know their pupils well and hold regular meetings with them, so they feel valued, safe, well supported and enjoy learning. The arrangements for safeguarding pupils are satisfactory. Concerns raised by a few parents during the inspection are being examined by the appropriate authorities effectively. The support for pupils with social and behavioural needs is good. Support for academic development is satisfactory. Significant improvements have been made recently in the methods used to assess and monitor pupils' academic progress. Teachers are better informed and recognise where intervention and support are needed. Marking of completed work is satisfactory, with much good practice evident. However, the effective use of assessment and marking varies between subjects. Pupils assess their own performance through 'learning logs' and this is beginning to make a positive impact on learning. The school identifies pupils with learning difficulties and those who are gifted and talented and has strategies to support their learning but this is too recent to impact on standards.

Leadership and management

Grade: 3

A strength of the headteacher's leadership is the development of the high level of pastoral care offered to all members of the school community, resulting in the very strong caring ethos evident in all aspects of school life. There is a strong sense of teamwork across the school.

Senior managers are hardworking and enthusiastic and they are moving the school in the right direction. They are quickly developing their leadership skills, but most subject co-ordinators are not given sufficient time to support learning. Satisfactory systems for evaluating how well the school is doing have resulted in recent initiatives, including changes to the curriculum, systems for tracking pupils' progress and setting targets through the learning logs. However, these have not been in place long enough to have had a significant effect on improving pupils' progress by Year 6. Nevertheless, better standards in mathematics in Years 2 to 5 are already evident. A good feature of the school's evaluation is the way pupils are encouraged to contribute to their self-assessment and the assessment of the school's provision. Governance is satisfactory. Governors are supportive but there is a reliance on the headteacher to lead developments.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

■ 12 July 2007

Dear Pupils

Broadlands Primary School, Prospect Walk, Tupsley, Hereford HR1 1NZ

Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers and listening to your views about the school. Your end-of-term concerts showed how confident you all are performing for others. We enjoyed watching a small section of each concert and we are sorry that we could not spend more time watching them both. The school helps you develop in many ways but you are not making as much progress in mathematics and science as you could by the time you leave the school. This means that currently your school is not effective enough.

These are the things we liked most about your school:

- You make good progress in the Nursery and Reception classes because you enjoy what is offered and teaching is good.
- You make good progress in English, mathematics and science in Key Stage 1 because your teachers encourage you to work hard.
- You all behave well and are polite to visitors.
- You enjoy school and the activities; you told us you feel safe and well cared for.
- Your teachers help you realise the importance of leading a healthy lifestyle and being part of the school and local community.

But to make things even better, we have suggested a few things that we think will help:

- Older pupils could make more progress in science and mathematics.
- We want the quality of teaching, which is satisfactory overall at the moment, to be good all the time and for teachers to plan work that always challenges you to do your best. You can all help by working really hard and telling your teachers if the work is too easy or too hard for you.
- Teachers in charge of subjects should observe how you are learning in classes.

Other inspectors will visit the school to see how it is getting on in making these things better.

Thank you again for helping during this inspection and we wish you well for the future.

Yours sincerely

Marion Wallace Lead Inspector