

# Broadford Primary School

## Inspection report

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<b>Unique Reference Number</b>	102317
<b>Local Authority</b>	Havering
<b>Inspection number</b>	307966
<b>Inspection dates</b>	19–20 June 2008
<b>Reporting inspector</b>	Nick Butt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Trew
<b>Headteacher</b>	Ms Frances Walsh
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Faringdon Avenue Harold Hill Romford RM3 8JS
<b>Telephone number</b>	01708 342880
<b>Fax number</b>	01708 342117

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school serves an area of mainly local authority housing. The majority of pupils are white British. A small number of pupils come from a variety of minority ethnic backgrounds. Most of these speak an additional language to English. The percentage of pupils eligible for free school meals is high. The proportion of pupils with learning difficulties and/or disabilities is above average. Many of these have moderate learning difficulties. Many pupils join and leave the school outside normal times. The school has the Investors in People award. It is part of an Excellence-in-Cities cluster, which funds a speech therapist.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school. The headteacher has a clear vision for improvement and is ably supported by the deputy head. In the past year, standards have risen as a result of measures staff have taken to tackle underachievement, especially in boys' writing. Although standards are still below average, pupils make satisfactory progress. They enter the Nursery with a wide range of abilities, but overall these are below those normally expected. The rate of progress is inconsistent across the school. Pupils proceed well in Years 5 and 6 but, in other year groups, this is sometimes slower, because of variations in the quality of teaching.

Pupils' personal development and well-being are satisfactory. They behave well and are keen to learn, but their attendance is exceptionally low. Staff work hard to follow up absence and to support families with difficulties. However, leaders have not shown sufficient creativity in encouraging parents to try harder to get their children to school. The school has clear evidence that pupils with the weakest attendance make less progress than their classmates. Pupils have a good understanding of how to stay healthy and they feel safe at school. One pupil said, 'We don't tolerate bullies at this school.' A group of pupils campaigned successfully for traffic-calming measures outside the school. The school council went to tender to select a contractor to improve the playground. 'We don't always go for the cheapest scheme,' a pupil said. Pupils support one another well, and are involved in sport in the local community. They receive a sound grounding in basic skills sufficient to equip them for secondary school.

Teaching and learning are satisfactory. Leaders have successfully eliminated any inadequate teaching, and some of it is good. Teachers use technology well to engage pupils, and make good use of the school's well-resourced computer suite. At times, the pace of lessons is too slow, especially when teachers talk for too long. They do not always match work to meet pupils' different learning needs. The curriculum is satisfactory. There are some effective links across subjects in Years 1 and 2, where a more thematic approach is used. In Years 3 to 6, the curriculum is not as creative. Pupils take part in a range of clubs, although there are not enough trips to places of interest. The care pupils receive is good, with a variety of interventions to meet their needs. The learning mentor and the home-school support worker make a positive difference to families facing challenging circumstances. A parent wrote, 'The staff are always there to help.' Provision for pupils with moderate learning difficulties is good, and teaching assistants support them well. Pupils receive helpful academic guidance and know what they need to do to improve.

The impact of leadership and management is satisfactory, ensuring pupils generally make the progress expected of them. Monitoring is regular and helps leaders to form an accurate view of the school's strengths and shortcomings. Most parents support the work of the school, but a significant minority are not committed to its ideals. Subject leaders have a growing understanding of how well pupils are doing in their areas of responsibility. Leaders of English and mathematics are assisted by the school's participation in the Intensifying Support Programme (ISP). The school has made satisfactory progress since its last inspection and has the capacity to continue to do so.

## Effectiveness of the Foundation Stage

### Grade: 2

Children get off to a good start in the Nursery and Reception classes because they are able to take part in a good range of interesting and stimulating activities designed to harness their natural curiosity. The teaching is good and focuses on children's learning. Teachers have a clear understanding of what children can do and understand, and tailor the work to meet their individual needs well. Nursery children have a spacious outdoor area to explore, but the outdoor space for the Reception children is more restricted and lacks a covered area. This means they cannot use it when the weather is unsettled. The Foundation Stage is led and managed well, and the classes consistently meet the needs of young children.

### What the school should do to improve further

- Raise standards and achievement in English, mathematics and science by ensuring all pupils make consistently good progress.
- Improve teaching and learning by ensuring all lessons have a brisk pace and work matches pupils' abilities.
- Improve attendance and punctuality by finding more creative ways to raise pupils' and parents' awareness of the importance of education.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which has areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards are below average and achievement is satisfactory. In the past year, a focus on helping pupils to link letters and sounds has increased significantly the number reaching average standards by the end of Year 2. However, a lack of challenge for some more able pupils means fewer reached the higher levels. A project to develop boys' writing enabled all Year 5 boys to make good progress over the year, with its imaginative use of technology. Pupils with moderate learning difficulties make satisfactory headway because they are supported well by teaching assistants. The impact of poor attendance became apparent in Year 6, where all those pupils who were at school for less than 85% of the time did not achieve as well as they could have done as a result of their missing so much school.

## Personal development and well-being

### Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. While pupils get on well together, the curriculum lacks inspiration so that their knowledge of cultures other than their own is no more than reasonably sound. Pupils have a good understanding of how to eat healthily. One said, 'The school dinners are to die for!' They take plenty of exercise and the basketball club has enjoyed considerable success. Pupils are happy at school and have positive attitudes to learning. Older pupils read stories to the younger ones and look after them at lunchtimes. Pupils grow in confidence and have the maturity for secondary school, but their basic skills are below average. As one put it, 'I enjoy all the subjects, but sometimes I have to persevere a bit more.'

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers have received training in what makes a good lesson and are increasingly incorporating features into their work, such as being clear about exactly what they want pupils to learn. Lessons often get off to a brisk start, as in the mental starters for mathematics, but sometimes teachers do not allow enough time for pupils to practise their skills independently. They occasionally underestimate what pupils are capable of and pitch the work too low. In the more successful lessons, teachers often move pupils' learning forward by asking challenging questions and inviting them to explain their thinking. The teaching is consistently good in the Foundation Stage, where teachers have high expectations of the children and assess carefully how well they are doing.

### Curriculum and other activities

#### Grade: 3

Curriculum planning is detailed in Years 1 and 2 and takes a thematic approach that gives pupils opportunities to use their literacy and numeracy skills across subjects, for example in writing diary entries for Samuel Pepys during the Great Fire of London. A similar process is underway in Years 3 to 6, but not yet established. There is good provision for information and communication technology, enabling pupils to develop their skills effectively, as when they made electronic presentations about the lives of famous people. Curriculum enrichment is satisfactory, with pupils enjoying a residential visit. However, there are few other trips. Visitors to the school help with drama and music, and this contributes satisfactorily to pupils' personal development.

### Care, guidance and support

#### Grade: 2

Pastoral support is good, meeting the needs of vulnerable pupils well. A pupil said, 'The staff make you feel like you're all one big family.' The school's learning mentor and home-school support worker work closely with pupils and families, and do much to promote attendance. Their efforts have a limited impact because some parents still do not send their children to school regularly. Provision for pupils with moderate learning difficulties is good. Pupils who speak English as an additional language are enabled to make satisfactory progress through a careful assessment of their needs. The school meets safeguarding arrangements well. There are effective links with outside agencies. Pupils receive good guidance through helpful marking and discussions with staff. They all have targets for improvement and understand how these will help them learn faster.

## Leadership and management

#### Grade: 3

The headteacher communicates her vision effectively and is focused on raising standards and achievement. New systems brought in by the deputy head have enabled leaders to track pupils' progress more rigorously, combined with the ISP targets for raising attainment. Staff are all much more aware of their accountability for pupils' progress, and analyse data routinely to

check how well pupils are doing. Subject leaders are gaining experience in observing lessons and have a greater influence on raising standards and achievement than they did at the time of the last inspection. The school's strategic planning focuses too much on maintaining what is already happening, rather than highlighting developments for improvement. Governors are enthusiastic in their support of the school, and are beginning to monitor its work regularly.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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?	No

## Text from letter to pupils explaining the findings of the inspection

02 July 2008

Dear Pupils

Inspection of Broadford Primary School, Romford, RM3 8JS

Thank you very much for making us welcome at your school. We enjoyed meeting you. Your school provides a satisfactory education and is improving all the time. Here are some of the things we like about it.

- Children in the Nursery and the Reception class get off to a good start.
- You behave well and look after one another.
- You enjoy school and work hard in lessons.
- Standards are rising and are better than they were.
- You know about living a healthy life and staying safe.
- The staff care for you well and show you how to improve your work.
- People from outside the school are a great help to the teachers.

We want you all to do the best you can and so it is very important that you come to school every day. We have asked your teachers to make sure that the work is just right for you, and that you have time to complete it. We know they are checking how well you are doing carefully, and we would like them to be sure you do not fall behind. That way you will learn even more quickly.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely,

Mr .N. Butt

Lead Inspector