

# Broadgate Primary School

## Inspection report

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<b>Unique Reference Number</b>	107874
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	309525
<b>Inspection dates</b>	22–23 April 2008
<b>Reporting inspector</b>	George Crowther

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	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Siddall
<b>Headteacher</b>	Mr Alan Tootill
<b>Date of previous school inspection</b>	17 January 2005
<b>School address</b>	North Broadgate Lane Horsforth Leeds West Yorkshire LS18 5AF
<b>Telephone number</b>	0113 2582685
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school serves an area in which there are significant pockets of social disadvantage. The proportion of pupils eligible for free school meals is above average as is the proportion with learning difficulties and/or disabilities. The great majority of pupils are from White British backgrounds; about 10% are from minority ethnic backgrounds and a few are at the early stages of learning English. A newly opened children's centre has given the school even greater scope for work with families in the community. The school has an Activemark award for its commitment to sport, a Healthy Schools award, a national award for family learning and Investors in People award for its work in staff development.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Broadgate is a good school where pupils thoroughly enjoy their education and achieve well. Its work with families and the community is an outstanding strength; it has an excellent track record of helping children, particularly those who are vulnerable, to get the best from school. As a result, the care and support provided for pupils are first class. A typical parental comment was, 'It's a friendly, approachable school where the staff are always prepared to help.' A very positive environment for learning encourages all the pupils to do their best. The headteacher and staff are very successful in nurturing pupils' personal development and are determined to improve further aspects of pupils' academic achievement. All these strengths help pupils to achieve well and, by Year 6, they are confident, articulate and well prepared for the future.

Often from low starting points, children achieve well in the Nursery and Reception classes. By Year 2, pupils' achievement is satisfactory. While progress in reading is good, pupils do not make as much progress in their writing because current teaching strategies do not have a consistent focus on enlivening its content. In Years 3 to 6, good teaching in most lessons helps pupils make good progress. Standards in the current Year 6 are broadly average and compare well with schools in similar circumstances, but skills in writing are the weakest aspect and depress overall standards in English. The quality of teaching is good in most lessons, but occasionally, especially in Years 1 and 2, teaching lacks pace and challenge to inspire pupils to make as much progress as they could.

Pupils are very happy and confident in school and they talk enthusiastically about the interesting activities in lessons. Their excellent behaviour and keen attitudes to work support their learning effectively. Relationships are outstanding and pupils of all ages mix together happily. Pupils know what they need to do to live a healthy lifestyle and they are aware of dangers to their safety. They make an outstanding contribution to the school community, for example through the school council and by acting as lunchtime helpers. They have a good understanding of the wider community, for example through visits to places of worship. Pupils' sound basic skills and their well developed personal qualities prepare them well for the future. The curriculum is broad and interesting, which helps pupils to enjoy their learning and achieve well in many subjects.

Leadership and management are good. The headteacher promotes a very strong set of values concerning the way in which all pupils should benefit fully from what the school has to offer. As a result, support for pupils' personal development is excellent. Action to improve aspects of pupils' achievement has not been as single minded, and the impact of initiatives to boost pupils' achievement is not always clear enough. Nonetheless, through accurate and perceptive self-evaluation, the leadership team has a clear picture of the effectiveness of the school and knows what needs to be done next. This puts the school in a good position to improve its work and ensures that the school provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's standards when they start school are lower than is typical for their ages, particularly in their social and language skills. The Nursery and Reception classrooms are very happy places where children enjoy their learning. Parents appreciate close relationships with the staff and feel that, as a result, their children settle quickly and thrive. High standards of care, with close

attention to the welfare of each child, create a happy and secure environment for learning. Activities are interesting and enjoyable. For example, Nursery children shared a story about a safari, counted animals in Swahili and then hunted around the classroom with home-made binoculars to find pictures of the animals the teacher had hidden. There is a good balance between independent activities, such as play in the Reception garden centre, and adult-led activities, for example when Reception children made puppets to re-enact a story they had heard. During these activities, staff encourage, support and enrich children's learning well, particularly their language skills, which are a weakness for many children. Occasionally, independent learning is not purposeful enough or children finish an activity and are not certain what to do next. An excellent system of assessment through recording observations of the progress children make helps the staff to plan what children need to learn next. The school's data and observations of lessons show that children make good progress but, because many start school with weak skills, standards at the end of the Foundation Stage are slightly below those expected.

### **What the school should do to improve further**

- Raise pupils' achievement in writing throughout the school, but particularly in Years 1 and 2.
- Increase the proportion of lessons where a brisk pace and challenging work enable pupils to make rapid progress, particularly in Years 1 and 2.

### **Achievement and standards**

#### **Grade: 2**

Many children start school with weaknesses in their basic skills. They make good progress and, by Year 6, have done well to reach broadly average standards. In the Nursery and Reception classes, children make good progress in all areas of their learning. By the time they join Year 1, however, standards are still slightly below expectations. Progress in Years 1 and 2 is satisfactory. Pupils make good progress in reading and satisfactory progress in mathematics, but a significant proportion do not make enough progress in writing. This weakness is reflected in the results in the 2007 Year 2 teacher's assessments and in current standards. In Years 3 to 6, pupils make good progress because teachers focus strongly on promoting their basic skills. Standards in the Year 6 national tests have been broadly average. In 2007, measures of pupils' progress from Year 2 to Year 6 were average, and weakest in English, but evidence from the school's own tracking data shows that current Year 6 pupils achieve well. Progress in writing has improved, but remains the weakest aspect. Pupils who find learning difficult or who are learning English as an additional language have effective, extra support. They are set clear targets, which help them to make good and sometimes outstanding progress.

### **Personal development and well-being**

#### **Grade: 1**

This is a very happy school where the pupils thoroughly enjoy their learning and show a thoughtful respect for each other and their teachers. By Year 6, they display very enthusiastic attitudes to learning. A typical comment was, 'The lessons are really fun and there are lots of interesting things to do.' Even when the work is difficult, pupils are confident to have a go, without fear of failure. Pupils are friendly and polite and their behaviour is impeccable. Relationships are excellent. 'We all look out for each other and it doesn't matter if someone is different.' The older pupils said one of their favourite jobs is helping with the younger ones.

Pupils' spiritual, moral, social and cultural development is outstanding. The day-to-day life of the school and the curriculum, both of which offer a wide range of visits, visitors and special events, give pupils a strong understanding of themselves and their place in the wider world. Pupils know how to look after themselves. They realise that a balanced diet and exercise are important for good health. They feel safe in school and know how to stay safe out of school. Pupils make an excellent contribution to the school and wider community. For example, school council members visited a local college to take part in interviewing potential student teachers.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching in most lessons, and work that is generally well planned to meet individual needs, help pupils to make good progress. Staff place great emphasis on giving pupils the confidence to succeed. This leads to exceptionally positive relationships and enjoyable learning. Where learning is good, teachers make clear to pupils what they will learn in a lesson, which gives added purpose to the work. Teachers make lessons enjoyable by using a good variety of activities to encourage learning. For example, Year 4 pupils learned quickly about angles because the teacher made excellent use of a large computer screen to explain the concepts. Occasionally, the pace of learning is too slow and the work is not challenging enough for some of the more able pupils. Although these lessons are taught as planned, there is a lack of spark to really inspire pupils. Where teaching is satisfactory, it is not challenging enough for all pupils. This is more evident in Years 1 and 2. Teaching assistants make a strong contribution to pupils' learning, both in whole-class lessons and when working with small groups. The school has very thorough procedures to assess pupils' progress, identify those who may be falling behind and provide extra support for individuals and small groups. In a few lessons, however, this information is not used well enough to ensure that activities are appropriately challenging. The progress of pupils with learning difficulties and/or disabilities is tracked particularly thoroughly and this has contributed to outstanding gains for some.

### **Curriculum and other activities**

#### **Grade: 2**

A good range of activities and experiences, both in and outside lessons, meets the needs of most pupils successfully. Pupils with learning difficulties and/or disabilities make good and sometimes outstanding progress because the curriculum is well matched to their needs. For example, a small group of pupils made good progress learning the two times table because the teaching assistant kept them focused and made the activity fun. The good curriculum for reading, mathematics and science largely helps pupils to make good progress in these subjects. However, the curriculum for writing does not enable pupils to develop the quality of their work quickly enough. The curriculum is enriched by a variety of visits and visitors. For example, a group of older pupils visited the Civic Hall to meet the Lord Mayor and to see him at work. A poetry week was much enjoyed by pupils and prizes were awarded for the best work. An appropriate programme of personal and social education makes a strong contribution to pupils' outstanding personal development. A good range of activities outside lessons enriches the curriculum still further and is much enjoyed by pupils. They speak enthusiastically about their residential experiences and the wide variety of clubs, which range from art to computer clubs.

## Care, guidance and support

### Grade: 1

This is a school where the pupils, their families and the community benefit from and greatly appreciate the highest standards of care and support. A typical comment was, 'The most important thing for me is that I know my child is happy and secure.' The newly opened children's centre has extended the school's ability to reach its families and to raise their confidence and aspirations. The outstanding work of the staff is complemented by very effective collaboration with a range of outside agencies. This means that vulnerable pupils, in particular, have all the support they need. Procedures to safeguard pupils, through routines for child protection and health and safety, are in place. The school checks on pupils' progress regularly and, if they are falling behind, provides extra work to help them catch up. Pupils have targets for their learning and most aspire to them. In a few lessons, however, because teachers are not focused enough on the next step in pupils' learning, they do not provide enough guidance.

## Leadership and management

### Grade: 2

Good leadership has enabled the school to forge outstanding links with its families. These contribute significantly to the very positive ethos in the school and to pupils' happiness and achievement. The headteacher's visionary leadership is central to the success of the school. He has nurtured a talented leadership team, each member of which makes a telling contribution to the school's success. A strong commitment to everyone's learning has enabled all staff to enhance their skills, with a number taking on extra responsibilities. Leaders' evaluation of what the school does well and what needs to improve is largely accurate, which is a good basis for future development. In some respects, however, because leaders have not been sharply focused enough on the impact of their initiatives to boost pupils' achievement, evaluation is too positive. The school development plan contains a number of appropriate initiatives, such as raising pupils' achievement in writing, but it is not always clear which of the many initiatives has the highest priority for improvement. A good team of governors knows the school well and is fully involved in school improvement. Governors have a clear view about the school's strengths and areas for development and they are not afraid to ask challenging questions of the leadership team.

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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?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Inspection of Broadgate Primary School, Leeds, LS18 5AF

Thank you for being so friendly and helpful when we visited your school to find out how well you are doing. It's a really happy school where you all work hard and enjoy your lessons. It gives you a good education. We found two ways in which it could be even better.

When we talked to you in lessons and at playtime, it was clear that you really enjoy being at school and how well everyone gets on together. It seems you like almost everything about your school, particularly the interesting work in your lessons and the way in which you all look out for each other and make sure that everyone is happy. We think you do well with your work because you enjoy school. You behave very well. For example, everyone walked around school sensibly and you were very polite when you chatted with us. The members of the school council were particularly impressive in the way they expressed their views. From visiting some of your lessons and looking at your work, it is clear you are getting on well in most things, but your writing skills are not as good as they should be and you need to work hard to improve them. The teaching is good in most lessons, but there are times when you do not learn quickly enough and the work set is not hard enough for some of you. You say there are lots of interesting things to do at school and we agree. Activities such as your Poetry Week and the residential visits many of you are looking forward to all add to your enjoyment. The many responsibilities you have, such as when Year 6 play with the younger children, mean that you can help make the school feel like one big family. You said you feel the staff look after you really well and we agree. Your headteacher and the staff are doing a good job in helping your school to get better.

We have asked your school to do two important things to improve your learning. They are to:

- help all of you to improve your writing skills, but especially those of you in Years 1 and 2
- make sure that you learn quickly in all your lessons and that the work you are given is not too easy.

Thank you for helping us with the inspection of your school.