

# Broad Oak Community Primary School

Inspection report

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<b>Unique Reference Number</b>	114390
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	311578
<b>Inspection date</b>	30 April 2008
<b>Reporting inspector</b>	Eileen Chadwick

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Holland
<b>Headteacher</b>	Maria Maslin
<b>Date of previous school inspection</b>	20 October 2003
<b>School address</b>	Scotsford Road Broad Oak Heathfield TN21 8UD
<b>Telephone number</b>	01435 862951
<b>Fax number</b>	01435 862942

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than most primary schools and a little smaller than when previously inspected. Pupils come from the local rural community and further afield. Nearly all pupils are from White British backgrounds. The overall proportion with learning difficulties and/or disabilities is average but this varies in different years. An above average number of pupils join the school at other than the usual time. For example, in the current Year 2 over one third did not begin in Reception. The school holds the Quality Basic Skills Mark and Healthy Schools, Activemark and Travel Plan awards. It is taking part in the government's 'Making Good Progress' initiative. The school has been federated with Punnetts Town County Primary School since January 2008. The two schools share a headteacher and governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, which has some outstanding features. Pupils' personal development, including their behaviour, is excellent and this is a springboard for all the school does. Pupils thrive both academically and personally. The provision for children in the Foundation Stage is exceptional and they achieve above average standards at the end of their Reception Year. Parents justifiably hold the school in high regard and, as one parent commented, 'The school has an excellent family feel, my children receive a very rounded education and enjoy all aspects of school.' Central to the school's success is the very good leadership of the headteacher, who is ably supported by senior staff and governors. The strong systems that have been put in place for shared leadership are particularly important now the school is federated with another school.

Pupils achieve well. Children's excellent progress in Reception ensures they get off to a flying start. Pupils make good progress overall in Key Stage 1. However, standards are average in reading, writing and mathematics by Year 2 because a high proportion of pupils are later entrants into Key Stage 1 and many join with limited literacy and numeracy skills. Progress is consistently good in Year 2 but occasionally slows in Year 1 when work does not fully build on what pupils have already achieved in Reception, especially for more capable pupils. Pupils make good progress throughout Key Stage 2, and by the end of Year 6 standards are well above average in English, mathematics and science. Pupils with learning difficulties and/or disabilities are especially well supported throughout the school, and do particularly well.

Pupils' good progress is due to good teaching and a broad and interesting curriculum which makes learning fun. As a result, pupils greatly enjoy learning. There are strong opportunities for pupils to develop their creative, practical, sporting and enterprise skills. Exciting international links widen pupils' understanding of other countries and other children's lives.

Provision for care, support and guidance is good. There is a strong and caring climate in which all pupils feel valued. Their spiritual, moral, social and cultural development is first class. Pupils make an excellent contribution to the community through their care for others and by helping others less fortunate than themselves. They develop a very good understanding of how regular exercise and a healthy diet help their bodies grow strong. The excellent partnerships with other schools, the community and outside agencies greatly support their well-being and achievement.

Assessment systems are good and help the school to accurately identify its strengths and weaker areas. Demanding targets have been set for most pupils. However, in Key Stage 1 targets are too modest for more capable pupils when compared with their standards at the end of Reception. The school is already working to build better continuity in children's learning and assessment across Reception and Year 1 and is aware that it has not yet done enough. The school's successful track record of improvement since the last inspection, allied to good self-evaluation and strong sense of purpose, means that it has a good capacity to continue to move forward.

## Effectiveness of the Foundation Stage

### Grade: 1

There are excellent induction procedures for helping children to adjust when they join the school. The excellent standards of care and safety help children to feel happy and secure from the start. Children love coming to school because there are plenty of interesting and worthwhile things to do. An excellent balance is struck between children learning for themselves and the direct teaching of basic skills by adults. Robust checks are made on children's progress and

assessment information is used extremely well to ensure that work builds on what has gone before.

Although children's overall attainment on entry is broadly as expected, a significant minority have well developed mathematical skills. Children make rapid progress across all areas of learning. By the time they begin Year 1, their attainment is above average, including in reading, writing and mathematics. High quality teaching matches children's learning to their needs very well. Very careful planning ensures that reception children are very well catered for in the context of a mixed Reception and Year 1 class. The outdoor facilities have been considerably enhanced since the previous inspection. The outside learning area is used effectively to stimulate children's skills across the different areas of learning. Computers are used most effectively to promote children's learning.

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

- Set more challenging targets for more capable pupils in Key Stage 1 and make sure pupils' work always builds on their previous attainment

## **Achievement and standards**

### **Grade: 2**

Pupils' overall achievement is good. Children make excellent progress in the Foundation Stage and good progress in Years 1 to 6, although it occasionally slows in Year 1 when pupils' learning does not systematically build on the skills they learned in Reception, particularly in the case of more capable pupils.

Test results for Year 6 have often been above average over the past few years although in 2007 they were only average in mathematics because, then, fewer pupils reached the higher level than did so in English and science. Standards for the current Year 6 have improved for more capable pupils in mathematics and are now similar to English and science. Challenging targets and rigorous assessment of pupils' progress are contributing to improving achievement. Throughout the school, pupils with learning difficulties and/or disabilities do particularly well because of the strong support they are given in English and mathematics.

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

### **Grade: 1**

Pupils are very proud of their school and of their achievements and have excellent attitudes. They have a strong sense of right and wrong. Their behaviour is exemplary and they display great consideration for others. Consequently they feel very safe and are keen to come to school. Pupils have a very thorough understanding of healthy lifestyles, enjoy physical activities and are keenly involved in the wide range of extra-curricular sports and games on offer. They make a strong contribution to the community through the school council and their enterprise activities. For instance, pupils have used their initiative to raise money for a pupils' breakfast club, a buddy bench in the playground and a London museum visit. Their recycling and organic gardening encourage them to care for their planet. They make good progress in developing literacy, numeracy and information and communication technology (ICT) skills. This, together with teamwork, decision making, problem solving and economic awareness activities, means they are well prepared for their future lives. The school rigorously promotes good attendance and this is mainly very successful. However, despite the school's strenuous efforts, the longer holidays taken by a few families are a problem.

## Quality of provision

### Teaching and learning

#### Grade: 2

Children in Reception do so well because the teaching of basic skills is very systematic, learning is fun and there is an excellent balance between direct teaching and allowing children to explore and work independently. Throughout the school, excellent relationships between teachers and pupils, as well as high expectations of good behaviour, produce a climate in which pupils work hard. Teachers' skilled use of practical resources and interactive whiteboards enliven learning. They bring relevance to pupils' learning by giving them plenty of opportunities to apply their learning to real life problems. Teachers' planning is good overall, but occasionally there is not enough use of assessment information to make sure work fully builds on what pupils can already do, particularly more capable pupils. Computers are used very well to support learning. Assistants provide strong support for those who find learning difficult. There are rigorous programmes for helping pupils who lag behind to make up lost ground.

### Curriculum and other activities

#### Grade: 2

The curriculum for the youngest pupils is extremely well organised with lively learning activities both inside and outdoors. In Key Stages 1 and 2, there is a strong focus on developing pupils' literacy and numeracy skills within the context of a broad and relevant curriculum. Plenty of time is given to ICT and physical activity and links between subjects are being developed well. Art and design and technology are used well to support pupils' learning in other subjects. An excellent range of enrichment activities through visits, visitors and after-school clubs enhances pupils' learning and enjoyment of school. There is excellent liaison with other schools, for example in sport, to develop pupils' skills and to give them experience of working with other pupils. Close work with other schools includes regular enrichment for extending gifted and talented pupils across a range of subjects. The school is beginning to improve the transition between Reception and Year 1 but realises that it has not yet done enough to secure consistently good progress in basic skills.

### Care, guidance and support

#### Grade: 2

Child protection procedures and arrangements for safeguarding are rigorous and well understood by staff. The school works very closely with outside agencies to support pupils with learning difficulties and/or disabilities, and to secure good attendance. Excellent links with parents greatly enhance pupils' achievement and well-being. There are very effective arrangements for integrating those who join the school late and may not have done well in the past.

Academic guidance is good. Assessment systems have recently been improved and are now thorough. School leaders use these rigorously for evaluating pupils' progress and staff are also involved in analysing the impact of their provision on achievement. However, there is still a little inconsistency in making sure assessments at the end of Reception are used to plan the next steps in learning as children enter Key Stage 1. Individual target setting is established in English and mathematics and pupils can usually say what they need to do to improve.

## Leadership and management

### Grade: 2

The very effective leadership of the headteacher, in close partnership with the deputy, has provided clear direction since the last inspection. The headteacher has gathered, motivated and developed a team which shares her vision, enthusiasm and sense of purpose. The federation is developing successfully because good structures have been set in place to widen leadership responsibilities. The strong leadership of the deputy enables the school to continue to function efficiently on a day-to-day basis when the headteacher is working in the other school. Middle managers' expertise has just begun to be shared across the two schools. This is an important development, as in a small school staff have responsibility for many subjects and this makes good use of subject expertise.

Participation in the 'Making Good Progress' initiative has enabled the school to increase the rigour of its performance monitoring. Leaders at all levels undertake checking of teaching and learning and subject leaders are currently honing their skills, for example through more rigorous evaluation of assessment information. Target setting is demanding for most pupils but, compared with their attainment at the end of Reception, is too modest for more capable pupils in Key Stage 1. The process of target setting is particularly effective in Key Stage 2 with the school regularly adjusting pupils' targets to make sure they are demanding. Governors are very well led by a knowledgeable chair and as a body they are making good strides in developing efficient systems for managing both schools.

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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	1
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	2
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	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
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?	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>	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

Dear Children

Inspection of Broad Oak Community Primary School, Heathfield TN21 8UD

As you know, we visited your school recently to find out how well you are learning. Thank you for being so polite, friendly and helpful. You told us that you go to a good school. We agree with you and I am now writing to let you know about some of the things that we found out about your school.

- Your headteacher leads you all extremely well and all the staff and governors are working hard to make the school even better.
- Your hard work is paying off and you do well in your reading, writing, mathematics and science.
- Those of you in Reception get off to a flying start.
- You have really good opportunities for sport and for developing your computer skills, and you do some good work in art and design and technology.
- Everyone in the school takes good care of each other and your excellent behaviour helps to make your school a happy one.
- You know how to stay healthy by eating the right food and by taking plenty of exercise.
- You have very good opportunities to take part in lots of different activities in school, in the community and with other schools, including Punnetts Town.

Here are the things we are asking the school to improve.

- Make sure teachers set work for you that always builds on what you can already do.
- Make sure more of you reach higher levels in your work by the end of Year 2.

You can help your teachers by making sure you continue to work hard at improving your reading, writing and mathematics.

Thank you again for helping to make our time in your school so enjoyable.

Yours sincerely

Eileen Chadwick Lead inspector