

# Broadway First School

## Inspection report

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<b>Unique Reference Number</b>	116656
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338854
<b>Inspection dates</b>	4–5 February 2010
<b>Reporting inspector</b>	Peter Kerr

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>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Beverley Tarren
<b>Headteacher</b>	M Appleby
<b>Date of previous school inspection</b>	4 November 2006
<b>School address</b>	Lime Tree Avenue Broadway Worcestershire
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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at learning. All five of the teachers were seen and six lessons observed. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the school development plan, monitoring files, lesson plans, policies and pupils' books and folders. Questionnaire returns were received from staff, pupils and 68 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of more able pupils, especially in mathematics
- the curriculum for the Early Years Foundation Stage and transition to Year 1.

## Information about the school

This is a smaller than average first school serving the village of Broadway and surrounding area. Pupils come from a range of social and economic backgrounds and almost all are of White British origin. Children begin school in the reception class. Only two pupils in the school speak English as an additional language. The proportion of pupils entitled to free school meals is average, as is the proportion with special educational needs and/or disabilities. A children's centre is shortly to be built on the site which is currently shared by an independently-run playgroup. The school holds the Healthy Schools award and Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school. Standards in English and mathematics are above average and pupils' personal development and well-being are good. At the last inspection, more able pupils were not achieving as well as other groups, especially in mathematics, because assessment information was not used effectively enough to provide sufficiently challenging work. Teachers now make good use of detailed assessments to plan more effectively for different groups so that all pupils, including the more able, achieve equally well in both English and mathematics. Pupils with special educational needs and/or disabilities make good progress, as do the recently arrived children in Reception for whom English is an additional language. Good teaching in Reception prepares all the children well for Year 1.

Teaching is consistently good throughout the school so that pupils make good progress in each class. They behave well and work hard. The curriculum is good with some excellent enrichment through the input of specialists, especially in art and music. The decor of the school is greatly enhanced by displays of work that the pupils have done with these specialists. Pupils routinely read and write in other subject lessons, but they do not have enough opportunities to apply and extend mathematical and other skills, in practical contexts or to initiate some of their own learning. The school recognises this and has already begun planning a more creative curriculum. The pupils make a very positive contribution to the local community, for example through participation in art and craft exhibitions. Concerted efforts have been made to establish links with schools with a more diverse ethnic intake, but so far without success. Pupils' awareness and appreciation of diversity within wider society is weak. Religious education lessons provide pupils with information on aspects of different religions, but connections between various religious and cultural perspectives are not explored to any depth. Care, guidance and support are good. The school ensures that all pupils have equal opportunities to flourish and succeed and is particularly effective in supporting the most vulnerable pupils and their families.

The staff and governors work well as a team. The school is well led and managed with a good capacity for sustained improvement. The governors have undertaken a thorough review of their procedures which has led to good improvements in their efficiency and effectiveness. They now have a clear plan to evaluate expenditure on school improvement by relating their monitoring more closely to the school development plan. They have a good understanding of the school's strengths and remaining weaknesses. Parents and carers are very supportive of the school and appreciate what it does for their children. Their comments include: 'This is a very nurturing school and we are extremely happy with it' and 'The school always welcomes parents and encourages us to

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get involved'.

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

- Strengthen the impact of the curriculum on pupils' progress by:
  - giving pupils more time and support to initiate and follow through their own ideas for extended study
  - enabling pupils to consolidate and extend their basic skills in literacy, numeracy and information and communication technology (ICT) in a wide range of contexts
- Make better use of the curriculum to improve pupils' personal development by:
  - providing more opportunities for pupils to explore the range of cultural influences that help to shape the world in which they live
  - encouraging and supporting pupils to compare different religious and other views of the world with their own.

## Outcomes for individuals and groups of pupils

**2**

Standards have remained above average in reading, writing and mathematics at the end of Year 2 and Year 5 since the last inspection, and pupils continue to achieve well and make good progress throughout the school. The most recent school tracking data shows that progress in mathematics is now on a par with English following a period in which it lagged behind. This is confirmed by inspection observations which show that the more able pupils are now consistently given more challenging work than the rest of the class in mathematics, resulting in their improved attainment and progress. Pupils write freely in different subjects but they are not given the opportunity to apply and develop their mathematics and ICT skills extensively enough, for example by exploring open-ended questions, looking for patterns and undertaking independent research.

Pupils say they feel safe and enjoy school. Comments included: 'Teachers make lessons fun, they are kind and they help me'. Their good behaviour and positive attitudes greatly enhance their learning. Their knowledge of how to stay safe and healthy is good. Pupils develop good awareness of their role as citizens through the work of the School and Eco Councils, but have only hazy ideas about the complexity of the wider world. They know and appreciate some aspects of other cultures, for example through experiencing African drumming, but have limited appreciation of ethnic and religious diversity in their own country and the extent to which groups that appear quite different may share common values and beliefs.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teaching was good in all the lessons observed during the inspection, confirming the school's own evaluations and the evidence of pupils' progress in their books. Teachers plan different activities to meet the range of pupils' needs in their class and use a good variety of methods and resources to keep them interested. Teaching assistants make a good contribution to learning, supporting individuals and groups across the ability range. An excellent example of this was seen in which Year 1 and 2 pupils made good progress when taken in groups by the teacher and two teaching assistants for a brisk mental arithmetic session pitched at just the right level and pace for each group. The timetable limits the opportunities the pupils have to use and extend their mathematical and other skills beyond numeracy lessons. The school recognises this and has started a review to determine what changes can be made to give the pupils more creative learning opportunities that link subjects together.

Curriculum enrichment includes residential visits and adventure activities such as sailing. Photographs testify to the enjoyment the pupils get from these activities. Pastoral care for pupils is outstanding, as shown by one parent's comment: 'I love the way every child matters to the teachers'. Targets in English and mathematics keep pupils aware of their progress and motivate them to improve. Pupils with special educational needs and/or disabilities are kept on track and are well supported by good quality individual educational plans that are regularly reviewed and updated.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Good teamwork is a characteristic of the school. The headteacher, governors and staff share a common determination to continue improving. Pupils as well as parents and carers play an increasing role in school improvement and in specific decisions. For example, the school council was involved in the selection of a new school secretary, with representatives feeding back the pupils' choice of candidate to the governors. Self-evaluation has improved from satisfactory to good since the last inspection. The school development plan identifies key priorities and sets out a realistic programme to achieve them. Governors have improved their contribution from satisfactory to good by re-organising the way they deal with routine business and by freeing up more time for strategic planning. During the inspection, individual governors demonstrated good knowledge of safeguarding, child-protection, special educational needs and/or disabilities and community cohesion. Good policies and practices are in place for these aspects of school improvement with a timetable for policy reviews. Staff and governors are aware of the weakness in provision for promoting community cohesion and have good plans to address it. They are receptive to new ideas and determined to succeed. Equality of opportunity is assured by a good policy which is rigorously applied and ensures that no pupil is discriminated against. The school provides good value for money because of the good outcomes for pupils and the effectiveness of staff in continually improving the provision.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Most have attended playgroup and start their reception year with broadly average development for their age. The teacher manages the setting well, providing a good balance between child-initiated learning through play and teacher input in specific areas such as phonics. Activities in the outdoor area are planned and resourced well to enable the children to develop across all the areas of learning as they play. The children make good progress and most have achieved or exceeded the expected levels in each area of learning by the time they enter Year 1. Provision in the next class up is modified so that those children who have not yet reached all the early learning goals have opportunities to do so through play. Those who learn and develop more quickly are supported within the setting to continue at their own pace. The children who are learning to speak English as an additional language have been supported well. They are happily integrated, play well with their friends and are making good progress. The individualised provision in the Reception class builds up the children's confidence and ensures a smooth transition into Key Stage 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. A high proportion returned the questionnaires and there were 20 written comments, mostly favourable, and some very favourable. A few parents and carers thought that the school did not take enough account of their suggestions and concerns. The inspection found no evidence to support this view. It found that the school works closely with parents and carers to keep them informed of their children's progress, and it involves them appropriately in how the school develops. One parent commented that not enough was done for the bright children. The inspection found that there are not enough



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opportunities for pupils to explore and develop their own ideas and to tackle complex and challenging problems. This is now an area for improvement which should help to address this concern.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadway First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	70	20	30	0	0	0	0
The school keeps my child safe	46	69	21	31	0	0	0	0
The school informs me about my child's progress	39	58	26	39	2	3	0	0
My child is making enough progress at this school	27	40	33	49	3	4	0	0
The teaching is good at this school	47	70	20	30	0	0	0	0
The school helps me to support my child's learning	41	61	26	39	0	0	0	0
The school helps my child to have a healthy lifestyle	37	55	29	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	45	33	49	0	0	0	0
The school meets my child's particular needs	34	51	33	49	0	0	0	0
The school deals effectively with unacceptable behaviour	28	42	33	49	2	3	1	1
The school takes account of my suggestions and concerns	30	45	31	46	4	6	1	1
The school is led and managed effectively	38	57	29	43	0	0	0	0
Overall, I am happy with my child's experience at this school	45	67	22	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Monday 8 February 2010

Dear Pupils

Inspection of Broadway First School, Worcestershire, WR12 7BD

My colleague and I enjoyed our visit to your school on 4 and 5 February. We were impressed with your politeness, good behaviour and hard work. The teachers and teaching assistants look after you very well and help you to make good progress. They make lessons interesting and help you all to do as well as you can. You know how to stay safe and keep healthy and you do lots of helpful jobs around the school. You do well in English and mathematics, and use your reading and writing skills to help you in other subjects. When you do topics, like the Tudors, you enjoy these very much.

The first thing we have asked your teachers to do is:

- to give you more topics of this kind and encourage you to do projects of your own. We have also asked them to make sure you use a wide range of skills when you do these projects, particularly your mathematics and ICT skills.

You do lots of things to help improve your school and village, like your plans to save energy and your contributions to art and craft exhibitions. You don't appear to have many opportunities in school to learn more about the wider world, so the second thing we have asked your teachers to do is:

- to help you to find out more about all the different groups of people that live in your country and how their lives compare to yours.

I hope that you continue to do well in the future.

Yours sincerely

Peter Kerr

Lead inspector

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