Broadlea Primary School

Inspection report

Unique Reference Number	118175
Local Authority	Isle of Wight
Inspection number	358279
Inspection dates	29–30 September 2010
Reporting inspector	Mick Pye

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Nicki Tongue
Headteacher	Maxine Leppard
Date of previous school inspection	1 July 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 17 lessons, and saw a total of 12 teachers. They held meetings with governors, pupils, and staff. They observed the school's work, and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governor minutes and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils and those from 86 parents and carers.

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

- The quality of teaching, particularly in mathematics and writing, and whether teachers plan sufficiently well to meet the needs of all pupils.
- The quality of the monitoring by leaders and managers, at all levels, and what the impact is of any subsequent actions taken.
- How effective school actions have been in closing the apparent gap between the attainment of boys and girls in mathematics and writing.
- How clear pupils are about how to improve their work.

Information about the school

Pupils in this average-sized primary school come from a predominantly White British background. An above-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average with the number of pupils with a statement of special educational needs being above the expected levels. The largest group of these pupils have speech, language and communication difficulties. Provision for the Early Years Foundation Stage is delivered through two Reception classes. The school runs a breakfast club during term time.

As part of the reorganisation of education on the island, the school intake has increased to include two Year 5 classes. In 2011 it is planned for the school to move to another site and the addition of a further two classes will ensure that the school becomes an all-through primary school for 4- to 11-year-olds. The current headteacher joined the school in September 2009.

There is a privately run pre-school and after-school fun club situated on the current school site.

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?	**3**
The school's capacity for sustained improvement	**2**

Main findings

The school provides a satisfactory education for its pupils. Despite the additional pressures of handling the ongoing reorganisation plans, there is evidence that this is an improving school. In the 2010 national assessments at the end of Year 2, attainment was broadly average overall. However, the proportion of pupils attaining the higher levels in reading and writing was above average. Girls did better than boys in writing, but the gap is closing as a result of a whole□□-school focus. While mathematics was slightly below average, this was a significant improvement on the previous year. Pupils with special educational needs benefit from good, focused in-class support and make above expected levels of progress. One parent wrote, 'This is a lovely school. Particularly good with special needs.'

The good leadership of the headteacher and chair of governors has contributed significantly to the recent improvements. Self-evaluation is accurate and helps ensure that relevant development objectives are set. Leadership responsibilities are now being shared more widely. Subject coordinators and key stage leaders are now more involved in monitoring and evaluating, but there is room for further development. For example, there is now a need for deeper analysis of the data and information collected. This monitoring demonstrates, and observations during the inspection confirm, that levels of teaching and learning are improving. These aspects support a good capacity to further improve the school.

Pupils make sound progress given their starting points, and this includes pupils entitled to free school meals. There remain inconsistencies in the quality of teaching which disrupt pupils' progress. Not all pupils receive work that is challenging enough, or that gives them sufficient opportunity to use their initiative and work independently. Lessons are conducted at a good pace, although not all lessons are characterised by regular 'pit stops' which provide pupils with time to reflect on and consolidate their learning.

Good pupil management by teachers helps ensure that pupils can concentrate on their learning. They have learning targets, but progress slows, as does their ability to work independently, because many are uncertain or speak vaguely about how to improve their work. Pupils willingly make a good contribution to the community. Pupils act as 'first aiders' during break times, while others care for the school rabbit. They have a growing awareness of other communities because the school provides good opportunities for them to learn about local, national and international news events. Pupils settle well in school because they feel safe and know they can trust the adults, who have their interests at heart. Care, guidance and support are good, and parents particularly praised the support they receive during difficult times or if their child has special educational needs.

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The school has the curriculum under constant review. For example, the mathematics scheme of work has been changed to meet the more practical needs of pupils. A more creative, cross-curricular approach has been taken to topic work. While the pupils certainly enjoy these experiences, the planning is in need of further improvement. Currently, planning is insufficiently focused on what specific skills and knowledge are to be developed. Consequently opportunities are missed to challenge pupils of all abilities in lessons. Reception children participate fully in the life of the school. Prior to entry into Year 1 they visit their new environment and pupil information is shared between staff. Currently, such transition arrangements do not take sufficient account either of how children learn in the Early Years Foundation Stage or of their readiness for the demands of the National Curriculum. Consequently, during the initial settling-in period in Year1, progress slows.

What does the school need to do to improve further?

- Improve attainment and progress in mathematics and in boy's writing through:
  - eradicating the inconsistencies in teaching, particularly with regard to increasing the degree of challenge, the regularity of consolidation periods during lessons, and the provision of more opportunities for pupils to take responsibility for their own learning
  - ensuring that pupils have a clear understanding of how to improve their work.
- Improve the impact of the curriculum through:
  - developing transition arrangements out of Reception so that children are appropriately provided for in the next stage of their education
  - subject leaders developing topic planning that increases the focus on the progression of skills and knowledge and ensures that pupils are sufficiently challenged in lessons.

Outcomes for individuals and groups of pupils 3

Pupils enjoy their learning and achieve satisfactorily. This was seen in a Year 4 mathematics lesson where the pupils were keen to participate in guessing the names of shapes and drawing them. They behave well and show respect for each other. This was apparent in a Year 2 physical education lesson where the pupils watched the efforts of others as they presented their ideas about how to move around the floor.

There has been a trend of average standards by the end of Year 1, from below expected levels on entry. The pupils by the end of Year 4 attain expected levels in English, mathematics and science, and this reflects satisfactory progress for pupils. School monitoring has highlighted that girls attain higher levels than boys in writing, but the gap is shrinking.

Pupils have a good knowledge of how to remain healthy. Their levels of basic skills, including information and communication technology, reflect that they are satisfactorily prepared for the next stage of their education. Overall, the pupils' spiritual, moral, social

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and cultural education is good. There are missed opportunities for pupils to reflect during collective worship, and to think quietly about their learning in lessons.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is satisfactory. During the inspection observations revealed a wide range of teaching quality, from satisfactory to outstanding. Pupils' are willing to get involved and answer questions because relationships are positive in lessons. This was seen in a Year 2 mathematics lesson where pupils were eager to give their views on symmetry. Teachers deploy teaching assistants well, and this contributes effectively to the progress made by pupils with special educational needs. The inconsistencies in teaching result in some pupils being too reliant on the teacher, and others missing out on the necessary periods of consolidation during the lesson. In one mathematics lesson good pace was maintained but at the cost of not giving sufficient chances for pupils to reflect on their learning. Pupils know what they are expected to learn because the lesson objectives are made very clear. Less secure is their knowledge of how to move their work to the next level. Teachers now have a good range of assessment data on which to base their

[1] 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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planning. In a minority of lessons observed the challenge for pupils was not sufficient to ensure good progress.

The curriculum caters well for the social end emotional needs of pupils. A comprehensive personal, health and social education programme gives good opportunities for pupils to discuss personal matters. Pupils with special educational needs and/or disabilities benefit from the good evaluation of the provision made for them. This leads to an accurate assessment of the impact of the wide range of intervention strategies provided. Pupils say how much they enjoy the various clubs on offer, and the visits to places such as Osborne House, local farms and the nearby Roman villa. They manifestly enjoyed the hall being bedecked as an airport waiting room, the adults dressed as air stewardesses, and the need to write guide books as part of their topic work, 'All aboard'. The planning for topics such as these is insufficiently focused on the progression of skills and knowledge. Consequently, opportunities are lost to identify challenging learning objectives and maximise pupils' progress.

Pupils are well supervised and cared for. One parent reflected the views of the great majority when stating that here was 'a very caring school'. The curriculum provides good guidance on how to stay healthy. Comprehensive case studies of vulnerable children show the readiness of the school to forge links with a wide range of external agencies for the benefit of these and other pupils. Good communication strategies exist, for example, the 'Gate Book'. Any concerns that parents may have can be raised at the entrance to the school and enables the school to respond quickly to any issues arising.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	**3** 3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	**3**
The effectiveness of care, guidance and support	**2**

How effective are leadership and management?

The headteacher and chair of governors have a very clear and ambitious view for school development. This has been effectively shared with staff, who realise there is more to be done to further reduce the gender gap in literacy, and improve attainment in mathematics. Pupil progress meetings have been established, which, together with increased data about their achievement level, helps to ensure that all pupils have an equal opportunity to succeed. Special Educational Needs is well led, with individual education plans being 'pupil friendly' and well focused. The role of subject and other leaders has been widened to include monitoring, evaluating and identifying development areas. Monitoring has contributed to improvements in the quality of teaching, although inconsistencies remain and the analysis of information is insufficiently detailed.

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Governors have a good programme of monitoring which includes work scrutiny, subject presentations and regular visits. This allows them to satisfactorily raise questions of the school, but such scrutiny is insufficiently focused on attainment and achievement. Policies, particularly those relating to health and safety, safeguarding and child protection are regularly reviewed, and verified during visits. This contributes well to the good safeguarding arrangements. Partnerships with parents are good and the school recognises the need to further develop the 'virtual learning environment' so that parents can more actively support their child's learning through computer links. The school has established good local and island community links. While schools in China and Pakistan have been contacted, such links have yet to be developed. Other partnerships are good. Pupils benefit well from links with the local sports college, and the extended school arrangements have ensured that productions such as Charlie and the Chocolate Factory can take place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	**3**
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	**3**
The effectiveness of the school's engagement with parents and carers	**2**
The effectiveness of partnerships in promoting learning and well-being	**2**
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	**3**
The effectiveness of safeguarding procedures	**2**
The effectiveness with which the school promotes community cohesion	**3**
The effectiveness with which the school deploys resources to achieve value for money	**3**

Early Years Foundation Stage

Good leadership has brought improvements, many of which are only now being seen. For example, in lessons observed good progress resulting from improvements in teaching was noted. In the recent past there has been a trend of satisfactory progress, with the children in the current Year 1 entering and leaving Reception with below expected levels of skills and knowledge. Boys remained well below the expected levels and their current performance in Year 1 in literacy and numeracy reflects weaknesses in the transition arrangements. Currently, the children have good relationships with their

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peers and adults even at this early stage in the year. They behave well and good routines have been established. During one session the children stood in awe and showed clear enjoyment as they watched an aerial display by a Spitfire. Good steps have been taken to develop the external area, although further development is required to maximise the outdoor learning opportunities for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	**3**
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents support the school and are satisfied with their child's experience. A few had some concern about the extent to which they are made aware of their child's progress and the extent to which the school helps them support their child's learning. The school recognises the need to extend the use of the 'virtual learning environment' to meet the full needs of parents with regard to these aspects. A very small minority expressed concerns over behaviour. During the inspection behaviour was judged to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadleaf Primary 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	58	34	40	2	2	0	0
The school keeps my child safe	51	59	30	35	5	6	0	0
The school informs me about my child's progress	32	37	47	55	3	3	2	2
My child is making enough progress at this school	39	45	38	44	3	3	1	1
The teaching is good at this school	45	52	37	43	2	2	0	0
The school helps me to support my child's learning	40	47	37	43	4	5	1	1
The school helps my child to have a healthy lifestyle	33	38	48	56	2	2	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)	28	33	48	56	4	5	0	0
The school meets my child's particular needs	34	40	46	53	3	3	1	1
The school deals effectively with unacceptable behaviour	29	34	46	53	9	10	0	0
The school takes account of my suggestions and concerns	25	29	47	55	5	6	1	1
The school is led and managed effectively	36	42	43	50	2	2	0	0
Overall, I am happy with my child's experience at this school	59	69	23	27	1	1	1	1

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 oustanding 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	**Outstanding**	**Good**	**Satisfactory**	**Inadequate**
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	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. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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1 October 2010

Dear Pupils

Inspection of Broadlea Primary School, Lake, PO36 9LH

You may remember our recent visit to your school. You were very keen to tell us about your school. We listened carefully to what you had to say. Thanks particularly to those of you who met with an inspector □ your thoughts helped us very much. Your school provides you with a satisfactory education. This means that it does some things well but there are other things that it could do better.

We liked the way that the teaching you receive is quickly getting better. We have asked the school to make sure you all get the right level of challenge in lessons so that you make better progress. We have also asked that in all lessons you get the chance to work on your own and that teachers build into your lessons more 'pit stops' when you can pause and think about what you are learning. You can then help your teacher by saying when you do not understand what is being taught, and also if you find the work too easy. We have also asked your school to make sure that you know your learning targets and that you have a clear idea about how to improve your work.

We also like the way you make a good contribution in school and in the local area □ well done! You behave well and told us you feel safe in school. You feel happy at school, and settle to your work because the adults care so well for you. Those of you who require extra help with your work receive good support from the teachers and their assistants.

All the adults want to improve the school even more. We have asked that when planning what you are to learn, they ensure that it challenges you and helps you make faster progress. It was lovely to see how much the Reception children enjoyed the Spitfire plane. We have asked that the arrangements for when these children leave Reception look at how they have been learning and prepare them better for the different challenges of Year 1.

Thank you again for your help and I wish you well for the future.

Yours sincerely

Michael Pye

Lead Inspector.

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