

# Broad Heath Community Primary School

Hanford Close, Coventry, CV6 5DP

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to an excellent start in the Early Years Foundation Stage because they receive high quality individual support.
- Pupils achieve well in writing in Key Stages 1 and 2 because they are taught well.
- Pupils make outstanding progress in mathematics as a result of teachers providing a high level of challenge in this subject.
- Good teaching is the key to pupils' good achievement. The quality of teamwork between teachers and other adults who support pupils is exceptionally good.
- Pupils' attitudes towards learning and their behaviour in lessons and around school are outstanding.
- The school is good at breaking down barriers so that all pupils have an equal chance of doing well.
- Pupils are valued as individuals and their wide range of cultures is celebrated.
- Attendance is high because pupils love school.
- The school provides a wealth of opportunities for pupils to become mature individuals.
- The key to the success of this school lies in the inspirational leadership of the headteacher.
- Leadership and management, including governance, are good. Senior leaders and governors have played an important part in improving the quality of teaching and learning and in raising attainment, particularly in mathematics.

### It is not yet an outstanding school because

- Too few pupils reach higher levels in reading throughout the school because, until recently, many pupils lacked the skills needed to get to these levels.
- Not enough teaching is outstanding. Sometimes teachers do not ask enough of their most able pupils.

## Information about this inspection

- Inspectors observed 23 lessons, four of which were observed with senior leaders.
- Meetings were held with pupils, representatives of the governing body and staff, including senior and subject leaders. There was also a meeting with a representative from the local authority.
- Inspectors took account of the 53 responses to the online questionnaire (Parent View). They also looked at the school's own parental questionnaires and spoke informally to parents and carers.
- Inspectors looked at a range of documentation, including the school improvement plan, policies, information about pupils' progress and attainment, and records of how the school sets targets for teachers to improve their work. They looked at child protection and safeguarding procedures.

## Inspection team

Kath Campbell, Lead inspector

Additional Inspector

Keith Brown

Additional Inspector

Julian Souter

Additional Inspector

## Full report

### Information about this school

- Broad Heath is a rapidly expanding school that is much larger than the average-sized primary school.
- Nearly all pupils come from minority ethnic groups. Over a third of pupils are of Pakistani heritage.
- A high proportion of pupils are supported by pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- A below average proportion of pupils are supported at school action, and an above-average proportion are supported at school action plus or with a statement of special educational needs.
- During the current academic year, the school has undergone an extensive building programme to accommodate the school's increase in numbers.
- A higher than usual number of pupils join or leave at different times during the school year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment in English and mathematics at the end of Key Stage 2.

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

- Raise the proportion of pupils reaching higher levels in reading throughout the school by making sure that:
  - pupils build up basic skills as they move through the school so that they are not held back from gaining the more advanced skills they need to reach higher levels
  - teachers keep a more careful check on the books that pupils, particularly younger pupils, read to make sure they are at the right level to develop reading skills further.
- Make teaching outstanding by ensuring that teachers:
  - share and learn from the excellent practice that exists within their own school
  - provide even greater challenge for the most able pupils so that they do not waste time doing work that is too easy for them.

## Inspection judgements

### The achievement of pupils is good

- Achievement of pupils from all ethnic backgrounds is good because senior leaders successfully focus on accelerating pupils' progress and raising their attainment. However, in 2013, attainment in reading was below average in Key Stage 2 and too few pupils in both key stages reached higher levels. Results in Year 6 were partly affected by over half of the pupils in this year group joining the school late, many of whom had little or no English. The progress of the Year 6 pupils who had attended the school from the start was good.
- Senior leaders recognised that, while concentrating attention very successfully on raising attainment in mathematics, reading standards slipped because this area had not been given a high enough profile. They improved ways of teaching letters and sounds (phonics). Staff gained greater confidence in teaching reading through good quality training. Pupils were encouraged to read more regularly at home and at school. As a result, attainment rose and a greater proportion of pupils now make better than expected progress throughout the school. Pupils' very positive attitudes towards learning played a strong part in the rapid progress they made in catching up the ground they lost in 2013. However, some pupils still lack the skills they need to reach higher levels. Some fluent younger readers are also held back from making better progress by reading books that are too easy.
- Children start the Nursery with low levels of skills, knowledge and understanding. Early language, literacy and social skills are particularly weak. Despite making excellent progress in the Nursery and Reception classes, not all children reach the expected levels of understanding for their age by the time they move into Year 1.
- Raising attainment in writing is an on-going school priority. Senior leaders have worked successfully with staff to raise the proportion of pupils on track to reach higher levels to above average by the end of Year 6. Teachers and other adults, particularly in Key Stage 1, take every opportunity to widen pupils' vocabulary. As a result, pupils achieve well and develop into confident writers across a range of different subjects.
- Achievement in mathematics is outstanding. Pupils' progress is monitored with rigour and precision. The whole school focus on making sure pupils understand mathematical vocabulary is just one of the reasons for the success. The introduction of specialist teaching for older talented mathematicians is also starting to have an impact on the achievement of these pupils because they are highly motivated by the level of challenge provided.
- Many of the pupils who join the school at different times during the school year are not able to speak English. Through well-targeted individual support, they make rapid progress. The achievement of some of these pupils is outstanding.
- Adults make sure that any barriers to learning are removed so that every pupil has an equal chance of success. The school has been highly successful at closing the gap between its least able pupils and the rest. The progress of disabled pupils and those who have special educational needs is good overall, and sometimes excellent, because these pupils are very determined to succeed. The support provided is of high quality and helps them to achieve well.
- The school uses its pupil premium funding very effectively to give eligible pupils more support in their learning. These pupils achieve as well as others. In 2013, pupils eligible for pupil premium funding in Year 6 were performing better than other pupils in reading, writing and mathematics.
- The school uses its sports funding to positive effect on pupils' achievement. Specialist sports

coaches work alongside teachers to develop their expertise as part of teachers' professional development. Pupils greatly enjoy improving their skills through the increased number of opportunities provided for them to participate in sporting activities. Sporting opportunities contribute much to pupils' well-being and healthy lifestyles as well as to their competence in sport.

### **The quality of teaching** is good

- Children in the Nursery and Reception classes are taught exceptionally well. They make rapid progress because they are totally absorbed in the wide range of exciting learning experiences on offer. Staff focus very effectively on developing children's early language and literacy skills. They take every opportunity to talk with children, particularly those who have English as an additional language, about their learning.
- Teaching in Key Stages 1 and 2 is good. As the school has expanded, additional staff have joined the school, many of whom are in the early stages of their career. The support they receive helps them to develop good teaching skills.
- The way in which teachers and other adults work together is outstandingly effective. A good example of this was seen in a Year 6 literacy lesson based on the events in a novel. The teacher and assistant acted out the story in their quest to get pupils to talk about expressing different emotions. Pupils were highly motivated to succeed. The quality of questioning by both adults was very high and they worked as a team to guide all pupils to make very rapid gains in their learning.
- Staff have successfully created a positive climate for learning in lively, vibrant classrooms. Relationships between adults and pupils are very positive and pupils do well because they enjoy their work.
- Writing and mathematics are taught well because teachers and adults who support them focus on making sure pupils receive exactly the right help they need to succeed. Teachers plan work thoroughly and build on what pupils have already learnt, particularly in mathematics, where expectations are very high. This aspect of teaching is gathering strength in reading too as, for example, teachers concentrate more on developing pupils' advanced reading skills.
- Pupils with particular needs, especially those who speak English as an additional language, are helped to make rapid progress through well-directed individual support. The support for pupils with special educational needs is good and helps these pupils to enjoy equal success.
- The quality of marking is good. Work is marked carefully and pupils know their targets for improvement. In mathematics, marking is of the highest quality. There are many examples of marking being used very effectively to guide pupils to the next steps in their mathematical learning. It makes a major contribution to the rise in attainment in mathematics.
- Most lessons provide a good level of challenge for pupils of all abilities. However, occasionally, some teachers do not demand enough of pupils, especially of the most-able. As a result, these pupils do not make as much progress as they should because they waste time doing work that is too easy for them.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding. Pupils have retained their very positive attitudes and

enthusiasm for learning during the on-going building work. The way in which they have adapted to ever changing levels of disruption is exceptional. Their impressive maturity makes a strong contribution to their excellent personal development.

- Pupils know they are part of a very harmonious and caring community. They regularly welcome new pupils into their class with warmth and friendship. In lessons, when moving around school and at lunchtimes, pupils are polite, courteous and respectful.
- Children in the Early Years Foundation Stage enjoy the activities on offer because learning is fun. Levels of co-operation are impressively high as children share, wait their turn and play together. Behaviour is outstanding because children are totally engrossed and interested in their work.
- Pupils are very keen and eager to learn. They want to do their best and especially enjoy talking with their partners in lessons. They appreciate the wide variety of activities on offer, the out-of-school clubs and the rewards they receive for doing well. They value all the praise and rewards they receive and this makes pupils want to do even better.
- Pupils from different cultures work together impressively well. Occasions, such as assemblies, highlight the depth of respect that pupils show towards each other when, for example, saying their school prayer.
- The school's work to keep pupils safe and secure is outstanding. Parents are very confident that the school keeps their children safe. The headteacher takes great care to make sure access to the school, particularly during building work, is secure and that staff are rigorously checked prior to appointment. Safeguarding procedures meet current government requirements.
- Pupils say they feel very safe and appreciate how well adults care for them. They know who to go to if they have concerns and are confident that what they say will be taken seriously. They know how to keep safe, including when using computers and the internet.
- Pupils say, and the school's reports show, that incidents of bullying, such as name calling, are very rare. Pupils are very well informed about the different kinds of bullying.
- The rise in levels of attendance is a major success story. Pupils are very proud of their high attendance and say how much they like school. In particular, the school keeps a very careful check on the attendance of any pupil that is at risk of falling behind to make sure he or she attends regularly.

### **The leadership and management** are good

- The headteacher has steered the school through an extensive building programme and overseen a rapid rise in the number of pupils, with impressive skill. The school is moving forward at a brisk pace because adults share the headteacher's strong commitment towards improvement.
- The headteacher is very ably supported by a strong deputy and assistant headteacher. As a team, they work with tenacity and are totally focused on raising attainment. Senior leaders present good role models who mentor and work alongside colleagues. They have been very effective in developing the skills of teachers at an early stage of their career. However, there is not enough outstanding teaching for pupils to make excellent progress. Although the teaching of reading is improving, it does not yet match the quality of teaching of mathematics.
- The checks carried out by senior leaders on the quality of teaching are detailed and thorough.

Teachers have been made more accountable for the standards pupils achieve. These checks provide teachers with valuable information about how to improve their teaching but do not always focus sharply enough on the quality of pupils' learning.

- Systems for assessing pupils' progress have been tightened to make sure that, in future, the school keeps a more careful eye on, for example, standards in reading, to make sure attainment does not slip while the school's focus is on raising attainment in another subject.
- Subject leaders, some of whom are new to their responsibilities this year, are developing an accurate view of how well pupils are doing in their subjects. They know what needs to be improved. The leadership and management of the Early Years Foundation Stage is excellent and has played a strong part in raising the quality of education for the school's youngest pupils.
- Senior leaders know their school well. They have an honest, reflective view of its strengths and weaknesses. The school improvement plan is well directed at key priorities and provides a secure basis for future development.
- The rich, vibrant and diverse learning experiences pupils receive make a significant contribution to their excellent spiritual, social, moral and cultural development. School is an exciting place where pupils value every opportunity offered, from creative arts to a school radio station, to deepen their knowledge. Great emphasis is placed on pupils' personal development and, to this end, a wealth of visits, such as an imminent trip to Spain, and other out-of-school activities, broaden pupils' understanding of the wider community. There are many examples of literacy and numeracy being effectively developed in different subjects, particularly in history work.
- Strong links with parents are a very important part of this school's work. Parents say they feel involved in their children's learning and have many opportunities, such as 'Stay and Share' time, when they can work alongside their children. Staff share expertise with other schools, most recently in developing the skills of their talented mathematicians.
- The primary school sport funding has been used effectively to provide, for example, additional sporting equipment, so that the pupils throughout the school can enjoy learning new skills.
- The local authority knows the school well and reviews its work regularly. The school's adviser provides appropriate training when requested and has supported the school well this year in developing the skills of gifted and talented pupils.
- The governance of the school:
  - The chair of governors is experienced and knowledgeable. Governors have a wide range of expertise and are highly supportive of the school. They monitor the school's work effectively through, for example, links with subject leaders and reviewing pupils' work. They know what is working well and what needs to be improved. They keep up to date with training to make sure that the school meets all statutory safeguarding and other requirements. They are not afraid to challenge leaders and support the headteacher in making sure that teachers are not rewarded with a pay increase unless their targets for improvement are met. They keep a careful eye on how effectively the pupil premium is being used to close the gap between the attainment of these pupils and others. They are in the process of introducing new governors to their roles. They recognise the need to develop a greater understanding of the school's data so that they know whether standards are high enough.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103672
<b>Local authority</b>	Coventry
<b>Inspection number</b>	427123

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

<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 of pupils on the school roll</b>	540
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Abdul Khan
<b>Headteacher</b>	Jane Frankish
<b>Date of previous school inspection</b>	6 October 2010
<b>Telephone number</b>	024 76689558
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