

Broseley CE Primary School

Dark Lane, Broseley, TF12 5LW

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve standards in reading, writing and mathematics that are always as good as, and sometimes better than, the national average.
- Pupils make good progress from the moment they enter the school to the time they leave. Progress is particularly rapid in the Reception Year and in Years 5 and 6.
- Teachers have high expectations; teaching is nearly always good and some is outstanding. There are strong and positive relationships between teachers and pupils.
- Pupils' behaviour is good, both in lessons and around the school, and they feel safe in school. Their ability to work together in pairs and groups is excellent.
- The headteacher has had a significant impact on the quality of teaching in the school. All staff share her high expectations, and this is driving up the achievement of pupils in this rapidly improving school.
- The headteacher has introduced excellent systems for checking pupils' progress. Any underachievement is dealt with quickly and effectively.
- The governing body's understanding of the day-to-day work of the school has improved since the last inspection. They set challenging targets for school leaders and work very effectively as a team in support of the school.

It is not yet an outstanding school because

- Pupils, particularly the most able, do not always have the opportunity to explore every subject in enough depth to give them the very best start at secondary school.
- Pupils are not regularly encouraged to correct their spellings.
- Subject leaders do not have sufficient responsibility for improving pupils' performance in their areas.
- Pupils have a limited awareness of the diversity of cultures and faiths in this country and around the world.

Information about this inspection

- Inspectors observed 13 lessons, five of which were jointly observed with the headteacher. In addition, the inspection team looked at pupils' work in their books and listened to younger pupils read.
- There were meetings with groups of pupils, senior leaders, members of the governing body and a representative of the local authority.
- Inspectors took account of the 27 responses to the online questionnaire Parent View and considered the 21 responses to a staff questionnaire.
- The inspection team examined: the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Wendy Hiscock

Additional Inspector

Full report

Information about this school

- Broseley Church of England Primary School is smaller than the average-sized primary school.
- The very large majority of pupils come from White British backgrounds and a very small minority come from minority ethnic backgrounds. As a result very few are at the early stages of learning English.
- The percentage of pupils who are supported through the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make more teaching outstanding in order to raise pupils' achievement further, particularly that of the most able, by:
 - making sure that teachers have the same high expectations of their pupils in other subjects that they consistently show in English and mathematics
 - encouraging pupils to practise and make corrections to their spelling.
- Improve leadership and management by:
 - developing the roles of subject and other leaders so that they have full responsibility for improving pupils' performance in their areas
 - extending the range of partnerships with other schools to broaden pupils' horizons and offer them a greater understanding of the diversity of cultures and faiths in this country and elsewhere.

Inspection judgements

The achievement of pupils is good

- Pupils enjoy their lessons and, as a result, they make good progress in their time at school. Children usually start in Reception with skills and understanding that are below those that are typical for their age. They go on to achieve standards at the end of Key Stage 1 and at the end of Key Stage 2 that are always at least in line with, and increasingly above, those found nationally in reading, writing and mathematics.
- The current headteacher had just taken up her post at the time of the previous inspection. Since then she has brought about considerable improvements in pupils' achievement. In 2013 the school was in the top 20% of similar schools for the proportion of pupils making expected progress in reading, writing and mathematics at the end of Key Stage 2. The proportion of those exceeding expected progress has also undergone a marked improvement for most levels of ability.
- Pupils make outstanding progress in all areas of their development in the Early Years Foundation Stage. As a result of the high quality of teaching they receive and teachers' rigorous tracking of their progress, pupils enter Key Stage 1 with increasingly advanced skills and highly positive attitudes to their learning.
- The school's highly accurate records of the progress of current pupils shows all older pupils, whatever their starting points, are now making at least good progress. As a result of improvements in the quality of teaching, the progress of pupils in Years 1 to 4 is also good although some are still making up for lost ground in previous years. A high proportion of the more-able pupils in Years 5 and 6 are now working at an appropriate level in English and mathematics. However, more-able pupils do not consistently achieve the same high standards in other subjects as they do in reading, writing and mathematics.
- Standards in English and mathematics are improving across the school. Pupils in Key Stage 1 have achieved results similar to those seen nationally in the check on their skills and understanding of letters and sounds (phonics). At the end of Key Stage 1 pupils' results in all subjects in 2013 were much improved on previous years. Improvements in standards at Key Stage 2 have been most notable in mathematics and reading, which were above the national average in 2013. Pupils' writing, spelling were broadly in line with those nationally but pupils are not routinely encouraged to practise or correct spellings and this sometimes reduces the accuracy and quality of their writing. While there has been some variation in the achievement of boys and girls since the last inspection, no lasting pattern has emerged and the school continues to monitor the progress of all groups very closely.
- The gap between the attainment of those pupils who are supported by additional funding and others in the school reversed from 2012 to 2013, so that those pupils eligible for the pupil premium were one month ahead of other pupils in reading and writing and eight months ahead in mathematics. This is as a result of the well-planned teaching these pupils receive, both in small groups and on a one-to-one basis, and this demonstrates the school's commitment to overcoming any possible barriers to achievement. It has also led to eligible pupils making similar progress to other pupils in the school and better progress than this group nationally.
- Disabled pupils and those who have special educational needs are very well supported throughout their time in the school. Identification of individual needs is swift and additional expertise and support are arranged as required. These pupils make good progress in reading, writing and mathematics.

The quality of teaching is good

- Improvements in the quality of teaching have driven up standards in English and mathematics since the previous inspection. All teaching is now almost always good or better.
- Teachers have high expectations and know their pupils very well, pinpointing their current standards in reading, writing or mathematics with great accuracy. They communicate this information very clearly to pupils, who know exactly what they have to do to make progress and move up to the next level. Pupils enjoy their lessons and spoke with particular enthusiasm about science and physical education.
- Teachers give good levels of assistance to those who are finding learning hard. Support staff are used effectively in the classroom and work with a range of different groups as well as individual pupils. For example they ensure, during the many opportunities pupils have to discuss what they have learnt, that the least confident are encouraged to extend their learning.
- The teaching of pupils in the Reception Year is outstanding. Teachers' exceptionally imaginative approaches to learning mean that the children make outstanding progress. This is supported by a very strong partnership with parents that begins even before the children start at school, with the creation of summer diaries that build up a picture of each individual child.
- Teachers ensure that all groups of pupils, including disabled pupils and pupils who have special educational needs, make appropriate progress. All teachers are aware of pupils who are supported by additional funding and make sure in their planning that additional assistance is given when required so that there are no barriers to the learning of any pupils.
- Lessons are well planned, and many literacy and numeracy tasks are made relevant to pupils' lives by being linked to real-life situations. While there is evidence of a good level of challenge for the more-able pupils in Years 5 and 6, there is not always enough harder work provided for this ability group in younger years.
- Work in pupils' numeracy and literacy books is invariably of a high quality but this is not always the case in their 'theme books', when they are studying history and geography, for example. In these subjects, teachers do not always give correct spelling and punctuation a high enough priority.

The behaviour and safety of pupils are good

- The behaviour of pupils is good in lessons and around the school. They show good attitudes to learning and develop the ability to concentrate for longer periods of time as they move up the school. This has had a positive impact on their progress, for example in developing their skills in extended writing and in giving detailed presentations to the rest of the class.
- Pupils are proud of their school and respect staff and each other. This is also clear in the pride pupils have in the appearance of their uniform and the neat presentation of work in their books. Many pupils commented to inspectors how much they enjoyed being at school. Pupils feel they are listened to and like being given responsibilities, such as being voted by their peers to be on the school council or being chosen as school prefects.
- The school's work to keep pupils safe and secure is good and it actively promotes their physical well-being. They enjoy the wide variety of sports at school and are aware of the importance of diet and exercise. They are also aware of the need to stay safe and spoke knowledgeably to

inspectors about aspects of 'e-safety'.

- The teaching of appropriate behaviour begins in the Reception Year, when children learn to respect each others' choices, to take turns and to listen carefully to instructions. These positive attitudes are evident across all year groups and school records show that any incidents of disruption or bullying are extremely rare and are dealt with swiftly.
- Pupils are enthusiastic about the rewards available for good behaviour and attendance and these are celebrated each week in highly positive and strongly motivational assemblies. The school has worked hard to bring attendance to a point where it is now above the national average and there have been no exclusions of pupils from the school for any period of time.

The leadership and management are good

- Since the previous inspection, the headteacher has significantly improved the quality of teaching, and raised achievement. She has established a strong and determined team of school leaders who share her high expectations. The deputy headteacher, subject leaders and the leader of the Early Years Foundation Stage all bring fresh ideas and expertise and are now ready to take on full responsibilities for their areas.
- The school has an accurate understanding of its strengths and weaknesses and its rigorous analysis of information about pupils' progress and the tracking of groups is a key factor in the rapid improvements that the school has made. The high quality monitoring of teaching by the headteacher has been coupled with well chosen and carefully targeted training, and this has led to teachers swiftly developing their skills.
- While very supportive of any improvement the headteacher has not been afraid to tackle underperformance in teaching. Leaders and governors ensure that teachers are clear about the link between salary progression and the progress their pupils make, and no teacher moves up the pay scale without there being evidence of strong teaching performance.
- Pupils experience a broad and balanced range of subjects and activities both in the classroom and beyond. This includes good provision for developing pupils' skills in information and communication technology and also of their creativity, particularly in the artwork which is evident throughout the school. Pupils' spiritual, moral, social and cultural development is well promoted although their understanding of different faiths and cultures is limited by their lack of opportunities to learn about and experience the diversity of modern Britain and the world.
- Parents, staff and pupils are all unreservedly enthusiastic about the positive impact the headteacher has had on the school since her arrival.
- The local authority considers the school to be in safe hands and has provided it with support and guidance when needed. The school has made good use of additional advice and support from other sources, including neighbouring schools.
- The well-informed awareness of the whole school community of the importance of safeguarding means that any risks are swiftly identified and immediately addressed.
- The school has a particular focus on the physical well-being of pupils. Pupils show an excellent understanding of the importance of a healthy diet and the need for regular exercise. This helps them to be alert and energetic in their learning. The school has used its primary school sports funding to develop pupils' participation in sports and to give training to staff.

■ The governance of the school:

- Since the previous inspection the governors have provided increasingly constructive support and challenge to the headteacher and have helped her to bring about rapid improvements. Governors keep their skills up to date through regular training and are very well informed about how well the school is doing. They receive regular and comprehensive information from the headteacher and senior leaders, and they make regular visits to monitor the school's work. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have kept a careful check on the impact of the extra support and guidance provided for eligible students. They hold the headteacher to account for the way in which increases in pay are used to reward teachers and they know how any underperformance is being tackled. Governors meet all their responsibilities well, including the national requirements for safeguarding pupils. Parent governors play an important role in encouraging wider parental involvement with the school.

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

Unique reference number	123523
Local authority	Shropshire
Inspection number	442559

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The local authority
Chair	Chris Cannon
Headteacher	Sarah Passey
Date of previous school inspection	09 October 2012
Telephone number	01952 882673
Fax number	01952 883606
Email address	admin@broseley.shropshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

