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Mrs Kathryn Knight
Headteacher
Broadfield Community Primary School
Sparrow Hill
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Lancashire
OL16 1QT

8 December 2010

Dear Mrs Knight

Ofsted monitoring of Grade 3 schools: monitoring inspection of Broadfield Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on 7 December 2010, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection.

As a result of the inspection on 15 June 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The quality of the work being done now shows that more pupils are working at nationally expected standards than at the time of the previous inspection. Overall, pupils' progress and achievement are good in relation to their low starting points. In mathematics, pupils have a better grasp of basic number work, enabling them to tackle problem-solving activities using skills such as estimation and calculation. This was seen in a Year 5 lesson, where these were used to good effect to assemble the right amounts of ingredients needed for preparing a meal. In English, most pupils are writing well at length, setting out their thinking logically and clearly. The proportion of higher-attaining pupils working at above average standards in the subject has increased.

Pupils' progress and attainment have improved because teaching is now much better. Improved use is made of accurate assessments to set suitably challenging learning activities. More practical tasks are set. In mathematics, pupils had to

experiment with measurements to fit a range of activities into a playing field. They said how much they enjoyed this freedom to learn from mistakes and find solutions for themselves. Questioning now challenges pupils to justify their views or explain how they have arrived at an answer.

All the pupils spoken to said how much they enjoyed school. Attendance rates have improved because absences for religious festivals and for extended visits to families' countries of origin have diminished. Behaviour has also improved. Pupils are open and courteous. They show respect for the many cultures and faiths represented in the school. They are welcoming to those pupils who join the school late, particularly those arriving after upheaval in their lives. Pupils spoke appreciatively about the guidance they receive on how to improve the quality of their work. Teachers' marking gives clear pointers on how to tackle weaknesses. Adults are adept in lessons at giving pupils hints on how they might solve a problem for themselves. For example, pupils with special educational needs and/or disabilities are given clues, time and encouragement to think through a problem before they are told the steps leading to a solution.

The systems in place to monitor and evaluate pupils' progress are now much more rigorous, enabling problems to be identified at an early stage. Effective measures are put in place to address them. The introduction of the Guidance on Overcoming Barriers to Learning document is a powerful tool for driving up standards and it is being used consistently by all staff. The governing body and leaders refer to this guidance when monitoring how effectively the school's provision is securing improvement. Self-evaluation is accurate. Forward planning has improved and appropriate priorities are in place to take the school forward; raising attainment further is seen as the most important priority.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Brian Dower
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2009.

- Improve the rate of pupils' progress, particularly in mathematics, so that more pupils reach nationally expected standards by the end of Year 6.
- Extend the best practice within the school to ensure that teaching is consistently good and lessons provide challenging activities for more-able pupils.
- Give pupils more information on the next steps in their learning and how to improve their work.