

# Broadbottom Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	106227
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	355910
<b>Inspection dates</b>	8–9 March 2011
<b>Reporting inspector</b>	Diane Auton

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Mortimer
<b>Headteacher</b>	Mrs Esther Bland
<b>Date of previous school inspection</b>	28 November 2007
<b>School address</b>	Mottram Road Broadbottom, Hyde Cheshire SK14 6BB
<b>Telephone number</b>	01457 762382
<b>Fax number</b>	01457 765465
<b>Email address</b>	admin@broadbottom.tameside.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	8–9 March 2011
<b>Inspection number</b>	355910

---

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 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](mailto: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 documentation 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'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed four teachers in their classrooms. They held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work and looked at a range of documentation, including pupils' progress and attainment data, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in 54 completed questionnaires. They also took into account the views pupils and staff expressed in the questionnaires they returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's work on ensuring that all pupils, including the more able, progress and attain as well as possible.
- How effectively provision builds on pupils' skills from year to year, particularly in Key Stage 2.
- How effectively leaders and managers are working to promote improved attainment for more-able pupils.

## Information about the school

The school is small in comparison to most other primary schools. From its village location, it serves a semi-rural district, drawing its pupils from across a wide geographical area. The proportion of pupils known to be eligible for free school meals has increased since the time of the school's last inspection and is now similar to that found in most schools. The proportion with special educational needs and/or difficulties is broadly average. Most pupils are from White British backgrounds, with a very small proportion from other heritages. The school is an Investor in People. Since its last inspection it has also gained Healthy School status and achieved the Activemark and the Bronze Artsmark. The school provides a before- and after-school club each day during term time. Building work is currently taking place on the school site to extend and modernize parts of the existing accommodation and to provide a new Early Years Foundation Stage Unit.

**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 school, serving the needs of its community with dedication and care. Well led, effective practitioners ensure that lessons are planned well to meet the needs of all learners. As a result, pupils enjoy learning and apply themselves diligently.

Children's skills on entry to school vary from year to year because of the small numbers; however, they are broadly in line with expectations for their age. They progress well through the school and good teaching and effective assessment are ensuring good levels of achievement. Attainment at the end of Key Stage 2 in 2010 was broadly average overall, which represented good progress from the starting points for these pupils. The school is working diligently to ensure that its more-able pupils are given appropriate support and challenge in lessons. As a result, an increasing number of pupils across the school are now reaching above-average levels of attainment. Effective support is provided for pupils who have special educational needs and/or disabilities and this enables them to make the same good progress as their peers and to be fully included in all aspects of school life.

Pastoral care is good and pupils play their part in ensuring this, with older children taking on responsibilities around the school, including acting as buddies to younger ones. This enhances the school's supportive family ethos. Excellent attendance and punctuality testify to the school's effective partnership with parents and carers. Good provision and leadership in the Early Years Foundation Stage gets children's education off to a positive start.

Pupils' progress is reviewed formally each term. The information gained is used well by staff to plan provision and support, but, because review outcomes for the whole school are not summarised succinctly, leaders' overview of progress is not always as clear as it could be. Although the school has high expectations for each pupil's progress during the year, these are not set out precisely enough. This means that progress from one term to the next is not measured as accurately as it otherwise might be.

The headteacher, supported by an effective deputy headteacher, has created a strong team ethos, with a clear focus on school improvement. Subject leaders are starting to help to assure the good quality of provision, although this development is still at an early stage. Self-evaluation is largely accurate, based on systematic monitoring and rigorous assessment. All of this, together with the skills and talents of staff and leaders, including a knowledgeable and effective governing body, demonstrates that the school has good capacity to continue to improve.

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

- Reinforce the ongoing drive to raise attainment and accelerate progress by:

**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

- – providing succinct summaries of the progress pupils make each term in reading, writing and mathematics, so that all stakeholders have an improved overview of how well pupils in each year group are doing
- – setting out precisely how much progress every pupil is expected to make each term, so that an accurate measure can be achieved
- – strengthening the role of subject leaders in assuring the quality and evaluating the impact of provision across the school.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils' attitudes to school are positive. They show interest in their work in lessons and are responsive learners. They enjoy working with a partner or in a group; this is helping them to develop their thinking and to offer their ideas with confidence. Their concentration and study skills are developing well; they listen carefully in lessons and they see tasks through to completion. In 2010, although most pupils achieved the nationally expected levels, the proportion of pupils reaching the higher levels at the end of Key Stage 2 was below average. The school is working diligently to address this issue and to ensure that its more-able pupils achieve as well as possible. Assessment data, evidence seen in lessons and pupils' current work all show that pupils across the school are making good progress. They also show that the attainment of all pupils, including the more able, is starting to rise, as a result of actions that have been taken to enhance and improve provision. Pupils' overall achievement is now good. Pupils with special educational needs and/or disabilities also make good progress and achieve well in relation to their starting points and abilities.

Pupils show a good understanding of issues around personal safety. They form good relationships with each other and with the adults in school and they say they are confident help is on hand if they encounter any problems. Pupils and parents and carers agree that school is a place of safety. Pupils have a good understanding of how to keep themselves healthy and they participate enthusiastically in the range of activities provided to support their health, fitness and well-being. They enjoy taking responsibility, for example, as active school councillors. They are enthusiastic fundraisers for charities at home and abroad. All of this, together with their rapidly improving basic skills, contributes to preparing them for the next stages in their education. Pupils show a good understanding of the sound moral values the school promotes and this is reflected in their good behaviour and considerate attitudes. Attendance is high.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Good teaching is contributing effectively to pupils' learning and progress and to their personal development. Lessons are planned well to take the range of learners' needs into account. The pace of learning is brisk and this is helping pupils to make good progress. Regular assessment means that class teachers have an overview of progress and this helps them identify where extra support is needed. Teaching assistants help to support pupils' learning effectively, especially those who have additional needs.

The curriculum promotes pupils' learning and personal development well. Pupils enjoy an increasing number of opportunities to practise and develop their basic skills, especially in writing and in information and communications technology, through work across the range of subjects. Topics and themes which are relevant for pupils are helping to make learning interesting. The curriculum is enriched by opportunities for pupils to develop skills in sports and music and to learn a modern foreign language. A range of visitors and visits helps to promote pupils' personal, social, health and citizenship education. Good teaching and support for pupils with special educational needs and/or disabilities ensure they enjoy full access to learning and are included in everything on offer.

Pastoral care is good and the school works sensitively to support its more vulnerable pupils and their families. This is helping to break down barriers to learning and progress that pupils sometimes encounter. Attendance and punctuality are promoted extremely effectively. Good links with local high schools benefit pupils at transition. The school

**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

collaborates well with a range of agencies that support pupils' health, welfare, social and learning needs. The popular before- and after-school clubs are appreciated by pupils and their parents and carers and round the school day off happily.

*These are the grades for the quality of provision*

<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?

Staff and the governing body share the headteacher's firm commitment to continuous school improvement and her ambition to achieve the best possible outcomes for pupils. The supportive governing body is an effective critical friend to the school. Subject leaders have begun to help drive improvement initiatives forward, although their quality assurance role is at an early stage of development. The school plans appropriate actions for raising attainment and increasing progress and the information from termly progress reviews is used well to plan 'next steps' in provision. Expectations of pupils' progress are not set out precisely enough, however, so progress is not measured as accurately as it might be. Although review outcomes are shared in general terms with the governing body and staff, data are not summarised succinctly and this restricts stakeholders' overview of progress across the year groups. Parents and carers appreciate all that is done to support their children's welfare.

The governing body ensures that the school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through ongoing review of their effectiveness. The school's inclusive ethos supports good promotion of equal opportunities and access to educational entitlement. The school contributes well to community cohesion through a range of partnerships and activities in the community and with the church and parish, and also through its developing international links.

**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

*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>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children make good progress and gain very positive attitudes, becoming happy, interested learners. By the end of the year, a very large majority of children are working securely at expected levels for their age, with a good number attaining a little higher than this. The quality of teaching is good and children are provided with a good balance between activities they choose for themselves and those led by adults. This supports the development of independence skills well. Assessment is informed by evidence gathered through observations of the children in their activities and staff use this information well to help them plan the next steps in children's learning. The setting is effective in identifying and supporting children with additional learning needs. Children interact well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they grow in confidence, they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and the staff establish the positive relationships with parents and carers that prevail throughout the school. The setting is led and managed well and the staff team work together well. Despite some limitations in the current accommodation, staff have created a stimulating and supportive learning environment both indoors and in the small outdoor area. Provision is monitored regularly and this supports ongoing improvements. Procedures to ensure children's welfare are very good and meet all requirements.

**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

*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

A large majority of parents and carers responded to the questionnaire. Most of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's good overall effectiveness. Several parents and carers commented on how eager their children are to come to school each day and on their confidence in the staff team. Others remarked on the good home-school communications, saying how they appreciate the fact that the school consults them regularly through questionnaires and meetings. Many of their responses indicate that parents and carers place a high value on the school's caring ethos. Most parents and carers said they feel that behaviour is managed well and this is in line with the inspection's findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Broadbottom Church of England 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 inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	54	23	43	1	2	1	2
The school keeps my child safe	34	63	19	35	1	2	0	0
My school informs me about my child's progress	22	41	32	59	0	0	0	0
My child is making enough progress at this school	26	48	28	52	0	0	0	0
The teaching is good at this school	27	50	26	48	0	0	0	0
The school helps me to support my child's learning	23	43	28	52	2	4	0	0
The school helps my child to have a healthy lifestyle	28	52	25	46	1	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)	20	37	31	57	0	0	0	0
The school meets my child's particular needs	26	48	26	48	2	4	0	0
The school deals effectively with unacceptable behaviour	21	39	28	52	3	6	1	2
The school takes account of my suggestions and concerns	20	37	28	52	5	9	1	2
The school is led and managed effectively	23	43	28	52	1	2	1	2
Overall, I am happy with my child's experience at this school	30	56	23	43	1	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



10 March 2011

Dear Pupils

**Inspection of Broadbottom Church of England Primary School, Hyde, SK14 6BB**

Thank you for the warm welcome you gave the inspectors when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning.

We found that Broadbottom Church of England Primary is a good school and that it is a happy place for you to learn and grow together. You are well behaved and polite young people. Your attendance is excellent. You work hard in your lessons, you enjoy your work and you get on well with each other and with the grown-ups in school. They look after you well. They have been working hard, too, to make sure you are taught well. You are making good progress in your learning and standards are rising rapidly. Keep up the good work! These are some things I have asked the school's leaders to do, because I think they will help to make your school even better.

- Set out exactly how much progress they expect each one of you to make each term in reading, writing and mathematics. This will help them to measure even more accurately how well you are getting on.
- When they write down how much progress the pupils in every class have made each term, to make sure that they do it in a way that is very clear and that is easy for everyone to understand.
- Carry on developing the good work teachers do to make sure that each subject is being taught as well as possible and that lessons are helping you to learn and progress to the best of your ability.

You can help by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future.

Yours sincerely

Diane Auton

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).**