

# Broomhill First School

## Inspection report

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<b>Unique Reference Number</b>	122196
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	380420
<b>Inspection dates</b>	4–5 October 2011
<b>Reporting inspector</b>	Alison Thomson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ethel Fairish
<b>Headteacher</b>	Hazel Jenkins
<b>Date of previous school inspection</b>	6 May 2009
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed five teachers and teaching and learning in 13 lessons, and held meetings with the members of the governing body, staff and groups of pupils. They observed the school's work and analysed 27 questionnaires from parents and carers, 22 from pupils and 10 from staff. The team also looked at documents and policies including those relating to the safeguarding of pupils, information the school had collected about the pupils' attainment and progress and the school's records of its monitoring of the quality of teaching and learning.

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

- The current attainment and rates of progress, particularly in mathematics across the school.
- The social and emotional development of children in the Early Years Foundation Stage.
- The extent to which pupils are challenged in lessons and involved in their own learning, for example, in assessing for themselves how well they are learning.
- The effectiveness of leaders' monitoring and evaluation, to address any underachievement as quickly as possible.

## Information about the school

Broomhill First School is much smaller than average for its type. The proportion of pupils known to be eligible for free school meals is lower than average. All pupils are of White British heritage and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, is above average. The school has many awards including achieving Healthy School status and the Activemark for the promotion of a healthy lifestyle.

**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

Broomhill is a good school. Outcomes for pupils are good, with excellence in their understanding of a healthy lifestyle and in the extent to which they feel safe. This is as a result of the outstanding care, guidance and support the school provides. Parents and carers are highly positive about the school and this reflects the school's excellent engagement with them. The following comment sums up the views of many of the parents and carers, 'The school is at the heart of the community and I am proud to say that my children are getting an incredibly secure, positive and high standard of education and a great start in life.'

Since the previous inspection, there have been many improvements resulting in significant gains in pupils' achievement, including in mathematics, which was highlighted as an area for development at the previous inspection. By the time pupils reach the end of Year 4, their attainment has risen to above average overall. This represents good progress from their starting points in the Early Years Foundation Stage unit which are broadly as expected for their age, although lower in their social development. The school addresses this area particularly well and children make especially good progress here. Pupils with special educational needs and/or disabilities make good and sometimes outstanding progress because of the excellent close, well-focused support they receive. Teaching has improved and is good. Pupils are challenged well in lessons and their good behaviour makes a positive contribution to their learning. There are elements of outstanding practice in teaching throughout the school, but currently this best practice is not shared widely enough. In addition, pupils are not always given clear guidance to be able to tell if they are learning well in their lessons.

Pupils are very polite and welcoming. They benefit greatly from the small nature of the school and the individual attention they receive. Their spiritual, moral, social and cultural development is good. The latter is developing well, but at present there are not enough opportunities for pupils to learn about ethnic cultures that reflect the diversity that exists in the United Kingdom today. There is a strong spiritual emphasis in school and during the inspection pupils were observed thoroughly enjoying singing a hymn in assembly. All members of staff are extremely positive about all aspects of the school. They work seamlessly as a team, under the very effective leadership of the headteacher. Self-evaluation is very accurate and is helping drive the school forward. Improved tracking of pupils' progress has meant that any underachievement is being picked up and addressed quickly. The fact that so much

has improved recently means that the school's capacity to improve even further is good.

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

- Further raise attainment and progress by:
  - sharing more widely the best practice in teaching to improve its quality further
  - involving pupils more in assessing how well they are learning by providing clear success criteria for them.
  
- Provide more opportunities for pupils to learn about other cultures that reflect those that exist in the United Kingdom today by, building links with schools in the UK that contrast with the school in terms of the socio-economic and ethnic mix of pupils.

## Outcomes for individuals and groups of pupils

2
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Inspection evidence from lesson observations confirmed that the learning and progress of pupils are good and sometimes outstanding. The rate of progress that pupils make in mathematics has accelerated greatly recently, so that their performance in this subject more closely matches that in reading and writing. Pupils enjoy a challenge. This was particularly evident in a Year 1 and Year 2 mathematics lesson, where pupils were excitedly helping Snow White work out how many loads of washing she would have to do to wash all the seven dwarfs' shirts and trousers.

Pupils' good behaviour contributes well to their learning and they cooperate well with each other in class. This was seen to good effect in a Year 3 and Year 4 mathematics lesson where they eagerly discussed with each other whose name had the greatest number of axes of symmetry. Attainment in reading is particularly high, helped greatly by the school's very effective daily phonic sessions, in which pupils learn to link sounds and letters. Right across the school, pupils were seen eagerly sounding out words and then using these skills well to help them to read.

The school is a harmonious community and pupils work and play well together. They say that they feel extremely safe in school and that there is always an adult to talk to. They have an excellent understanding of what it means to be healthy and the school's involvement in the local authority's sporting partnership and the consortium of small schools enables them to participate in a wide range of sports. Play leaders lead physical activities for the younger children. Pupils are proud of the many displays of their work and of the link they have with Bangladesh through the 'sing up' project, part of the 2012 Olympic bid. They talk of the importance of helping others and willingly take the responsibility of jobs, such as mentors, befriending those who might be lonely at break or lunchtimes. Along with their above average attendance, good information and communication technology (ICT) skills and above average literacy and numeracy skills, pupils are well prepared for their future. When asked to describe the school, one pupil said, 'It's pretty good as we get to do lots of fun things'.

*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>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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 skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The school is correct in saying that one of its key strengths is the outstanding care, guidance and support it provides for its pupils. It is very clear that each child is known very well by all adults in the school and that any at risk of underachievement are identified early. Highly effective support helps pupils to catch up and to access their work, so that the progress of pupils with special educational needs and/or disabilities is good overall and for some, it is outstanding. There are rigorous procedures to ensure attendance is above average, such as careful monitoring and following up individual absences. Strong relations with the local middle school prepare pupils very effectively for the next stage in their education. The curriculum is tailored well to the needs of different groups of pupils, with tasks adapted well for the more-able and for the less-able. Literacy, numeracy and ICT are being embedded within other subjects increasingly well and more and more subjects are being integrated into topics.

Pupils benefit from the many enrichment activities and a wide range of clubs on offer. They told us how much they enjoyed visiting a local agricultural show, where they won a prize for designing a healthy breakfast. They also enjoyed visits from people from the lifeboat association and coastguards where they learned how people keep others safe.

Lessons move forward at a good pace, with a wide range of interesting activities that engage their interest well. For example, Year 3 and Year 4 pupils were observed in a music lesson practising their violin techniques and eagerly awaiting the climax of the lesson where they would be allowed to use bows for the first time. Teachers use good questioning techniques to challenge pupils and usually there are high expectations of pupils in lessons. There is effective use of interactive whiteboards to enhance learning, often involving the pupils themselves. Teaching assistants work very well with teachers and provide good proactive support so that all pupils have full

<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

access to the curriculum. This was particularly apparent when pupils were working independently or in small groups. In most lessons, teachers share clearly with the pupils what it is they should be learning, but they do not involve them enough in assessing for themselves how well they are learning. Teachers’ marking is thorough and mostly helpful in making it clear the next steps pupils need to take in their learning.

*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>1</b>

## How effective are leadership and management?

The headteacher works very effectively with the staff, all of whom have particular responsibilities, to secure improvements well. All are most positive about working in the school and feel very valued. One member of staff comments that it is a ‘friendly family-like environment for staff and pupils’ alike.’ There is a common purpose in wanting the best for each individual child. Equality of opportunity is at the heart of the school's vision and its practices. There is very little variation between the progress of individual pupils, as improved monitoring and evaluation is helping to redress any underachievement as quickly as possible. Engagement with parents and carers is outstanding. Their views are sought regularly and acted upon well. The school provides excellent help for parents and carers so that they can support their children’s learning. They do this at coffee mornings where they also have workshops, for example, in mathematics.

The school promotes community cohesion well, particularly locally through links with many people and organisations. There is a clear action plan in place to develop further its links with schools internationally and to set up links with schools in the United Kingdom of a different socio-economic make up and ethnicity. Good safeguarding procedures, which are frequently updated, ensure that members of staff are fully aware of current issues and given regular good quality training. Governance is good. Members of the governing body are fully involved in the life of the school, and challenge the school well. Increasingly they are helping to steer the direction of the school and evaluate their own effectiveness. The school provides good value for money.

*These are the grades for the 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>1</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 love school, greatly enjoy their learning and gain much in confidence during their time in the Early Years Foundation Stage. They start in the nursery with skills that vary from year to year, mainly due to the small numbers of children entering each year. However, the skills displayed are generally around those expected for their age, although lower in social development. Good induction procedures with parents and carers help the children to settle quickly. Most children play together well and are well behaved. They make good progress and, at the end of the Reception Year, reach the levels above that expected for their age in most areas of learning. A strong focus on social interaction ensures that progress there is also good. During the inspection children in reception were praised for cooperating well with each other when tidying up.

The environment is stimulating and ensures that children have a variety of engaging and creative activities that sustain their interest. There is a good balance between activities directed by adults and those that children choose for themselves. Adults keep a good overview during the activities that children choose for themselves, appropriately intervening and moving learning on well. However, the activities are not always integrated in a way that reinforces learning well enough. The large outdoor area is used well. Children in the nursery were observed enjoying the challenge of crossing the river like the Billy Goats Gruff to avoid being captured by the troll. Similarly, children in reception were seen enjoying finding out just how long a minute is. Staff, some of whom are new in post, are led well by the Early Years Foundation Stage leader. They work well together as a team and regularly assess what the children know and can do. These assessments generally point to good progress and are being used increasingly effectively to identify the next steps in children's learning.

### *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 in the Early Years Foundation Stage	2

## Views of parents and carers

Over 30% of parents and carers returned the questionnaire. This is an average response. They were extremely positive about all aspects of the school's work, particularly the way that the school keeps their children safe and helps them to have a healthy lifestyle. The inspectors judged that the extent to which pupils feel safe and their understanding of a healthy lifestyle are both outstanding. A very small



minority of parents and carers feel that the school does not help them to support their child's learning or help them to prepare for the future. The inspectors followed up these concerns and the evidence available during the inspection indicated that the school does these aspects especially well.

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

Ofsted invited all the registered parents and carers of pupils registered at Broomhill First 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	74	6	22	1	4	0	0
The school keeps my child safe	21	78	6	22	0	0	0	0
The school informs me about my child's progress	15	56	12	44	0	0	0	0
My child is making enough progress at this school	14	52	13	48	0	0	0	0
The teaching is good at this school	17	63	10	37	0	0	0	0
The school helps me to support my child's learning	15	56	11	41	1	4	0	0
The school helps my child to have a healthy lifestyle	18	67	9	33	0	0	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)	15	56	10	37	1	4	0	0
The school meets my child's particular needs	17	63	10	37	0	0	0	0
The school deals effectively with unacceptable behaviour	13	48	14	52	0	0	0	0
The school takes account of my suggestions and concerns	15	56	12	44	0	0	0	0
The school is led and managed effectively	18	67	9	33	0	0	0	0
Overall, I am happy with my child's experience at this school	21	78	6	22	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.**



6 October 2011

Dear Pupils

**Inspection of Broomhill First School, North Broomhill, Morpeth, NE65 9UT**

Thank you for the lovely welcome you gave the inspectors when we visited your school recently. We really enjoyed talking to you and we are very grateful for the good contribution you made to the inspection. You believe that your school is a good one that looks after you particularly well. We agree with you.

Here are some of the things that we particularly liked.

- You behave very well and you look after each other.
- You like coming to school and you are very keen to learn.
- Your teachers make your lessons interesting and listen carefully to your ideas.
- The adults in school make sure that you are very safe and well cared for.

We have asked your headteacher to make your school even better. We would like your teachers to share the good ideas they have more. We would also like your teachers to show you how to know if you are learning well. You can help by asking your teachers if you are unsure about how you are doing in class.

You said that you enjoy learning about people whose lives are different to yours. We have asked your teachers to give you more chances to do this. You can help by continuing to be curious, and interested in learning about other people who live in our country and abroad.

We would like to wish you all every success in the future.

Yours sincerely,

Alison Thomson  
Lead Inspector

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