

Broadfield Community Primary School

Inspection report

Unique Reference Number	134220
Local authority	Rochdale
Inspection number	381634
Inspection dates	6–7 December 2011
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair	Amir Khan
Headteacher	Kathryn Knight
Date of previous school inspection	15 June 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors who observed 22 lessons or parts of lessons taught by 14 teachers. The inspectors held discussions with the Chair of the Governing Body, staff, groups of pupils, parents and carers and the School Improvement Officer. They observed the school's work, and looked at school documentation, particularly relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 59 parents and carers were scrutinised.

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

- How effectively the school has worked to raise attainment in English and mathematics since the last inspection.
- Whether more-able pupils are now challenged sufficiently.
- The extent to which teachers have improved their skills in guiding pupils to improve their work.
- The effectiveness of the recently created curriculum teams in promoting school improvement.

Information about the school

Broadfield is much larger than the average sized primary school. The proportion of pupils known to be eligible for free school meals is above average, as is that of pupils with special educational needs and/or disabilities. Most pupils are from minority ethnic heritages and speak English as an additional language. The proportion of pupils who start or leave school other than at the normal time of the year is well above average. Most of these pupils have limited or no spoken English. There is a high proportion of pupils who are potentially vulnerable due to their circumstances. The school has gained a number of awards, including the Rights Respecting School Award, and is an accredited Healthy 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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Broadfield is a good school. It has several outstanding features, which are the way it promotes equality of opportunity and tackles discrimination, its engagement with parents and carers and the promotion of community cohesion. The astute leadership of the headteacher has been the driving force behind the school's success. Her aspirational vision for further development is shared by all involved in school life and morale is high. Robust self-evaluation gives the school a very clear picture of areas for development after which leaders set challenging targets to be met. This has resulted in significant improvement since the last inspection in pupils' attainment and progress, in the quality of teaching, the curriculum and in the effectiveness of leadership and management. As a result, there is good capacity to ensure that the school continues to move forward. The overall quality of monitoring and evaluating school performance is good. Nevertheless, there are times when the monitoring of learning is too widely spread and not tightly focussed on specific areas for improvement. The governing body is supportive of the school and influential in shaping its direction.

Leaders have worked successfully to raise attainment in English and mathematics. Historically, this has been low but has improved quickly because of improvements to the quality of the teaching and the curriculum, so that the needs of different groups are effectively met. As a result, pupils currently in Year 6 are working within age related expectations. This represents good achievement. Writing is a weaker aspect of pupils' performance in English. There are insufficient opportunities for pupils to write at length to practise and refine their basic skills, such as structuring sentences accurately. Pupils do not have a well-developed grasp of key mathematical terminology, which hinders their ability to explain their ideas clearly and tackle increasingly complex word problems.

Teaching has many strengths, with examples of outstanding practice. These are not shared systematically amongst staff in order to advance their own skills. Pupils behave well and enjoy coming to school, as reflected in their above-average attendance. The curriculum is enhanced by a wide range of enrichment activities. Parents and carers particularly appreciate the care taken of their children. One typically commented, 'Staff go the extra mile to look after our children and make sure they are safe.'

What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics to at least above the national average by:
 - providing sufficient opportunities for pupils to write at length in English and other subjects, to enable them to practise and refine their basic skills
 - improving pupils' understanding of mathematical terminology to allow them to explain their ideas clearly and solve increasingly complex word problems
 - ensuring that leaders share the practice of teachers who consistently deliver outstanding lessons, in order to advance skills of teaching overall.
- Strengthen leadership and management by sharpening the monitoring and evaluation of learning.

Outcomes for individuals and groups of pupils

2

Pupils' achieve well from their skills levels on entering school, which are generally low and exceptionally so in language and social development. They take pleasure in their activities and tackle them with enthusiasm. Pupils are keen to do well and concentrate for lengthy periods. They work well together to complete tasks and particularly enjoy practical activities. This was evident in a mathematics lesson in Year 6 where pupils successfully developed their understanding of the equivalence of fractions, decimals and percentages. Pupils have satisfactory reading skills and talk enthusiastically about their favourite authors. They enjoy writing in a range of styles, including narrative and poetry, but lack accuracy in sentence formation. Pupils have secure skills in mathematical calculation. Their understanding of key mathematical vocabulary, such as perimeter and volume, is less well-developed. Pupils who are more-able make good progress because they are challenged more effectively than at the time of the last inspection. Pupils with special educational needs and/or disabilities and those with English as an additional language, make the same good progress as that of other pupils because of the well-targeted support they receive. There is no significant difference between the achievement and the learning of different groups.

Pupils have a good understanding of how to stay safe. They say they know they can talk to a member of staff if they have any worries and concerns. Pupils are adopting healthy lifestyles well, knowing the importance of a balanced diet and the need to take regular exercise. They make a positive contribution to school life by taking on responsibilities, such as a school councillor or member of the eco-committee. Pupils also enhance the local community, as seen in their work with the warden in the local park involving grounds development and planting. Pupils show respect for others and have a thorough understanding of the traditions and beliefs of cultures different from their own. Pupils' above-average attendance, good rate of progress and the way they work well as members of a team, means they are prepared well for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	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	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	2
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have high expectations of what pupils can achieve and plan activities carefully to ensure they effectively challenge different ability groups. The pace of lessons is good so that little time is lost. Teachers manage classrooms well so they are calm and friendly places in which to learn. They have improved their use of marking and discussion so that pupils are aware of the next steps they need to take to improve their work. Teaching assistants, some of whom are bilingual, are deployed well to support pupils' learning, particularly those with special educational needs and/or disabilities and those at an early stage of learning to speak English. Of particular note is the way staff work diligently to ensure that the high numbers of pupils who join classes during the year, many of whom have limited previous schooling and little spoken English, are supported well to ensure their progress is the same as that of other pupils.

All pupils benefit from a relevant curriculum that effectively meets their needs. A developing range of extra-curricular activities, including sports, art and music clubs, enrich the curriculum. These are particularly successful at engaging potentially vulnerable pupils. Pupils' learning is extended by the opportunity to take part in educational visits, such as to the Natural History Museum in London and to Blackpool Zoo. Residential visits, including France and London, effectively promote their personal and social development. The curriculum is planned well to enable pupils to relate to and appreciate the wide range of ethnic and social groupings that exists across classes, which promotes cultural development effectively. Planning does not place sufficient emphasis on developing pupils' understanding of key mathematical vocabulary. The provision for information and communication technology (ICT) has been improved and ensures that pupils are competent in its use. The school is a welcoming, safe and caring environment in which to learn.

Staff are clear of the steps to take if they have any concerns about the well-being of a pupil. The support for pupils is good and particularly strong for those who are

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

potentially vulnerable because of their circumstances. This effectively fosters their learning and development. Transition arrangements are comprehensive throughout the school, which is important taking into account the high number of pupils, including asylum seekers and refugees, who join during the school year. Leaders have worked successfully to raise attendance significantly and it continues to improve. Good attention is paid to ensuring that those who have a planned absence do not fall behind. Well-established partnerships with a variety of agencies ensure that extra support for individual pupils is readily available when required.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders enthuse staff and, as a result, there is a shared commitment to drive up standards further and take the school forward. The governing body is supportive of the school and proactive in evaluating its performance and influencing its development. The creation of curriculum teams has effectively engaged a wider range of staff in leadership and management responsibilities. This has improved the way the school checks skills development in different subjects. Nevertheless, the monitoring and evaluation of learning is not always tightly focussed on specific areas for development. The arrangements for the professional development of staff are good and have led to significant improvement in the quality of teaching since the last inspection. Comprehensive safeguarding arrangements ensure the safety and well-being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality.

The excellent promotion of equality of opportunity and tackling of discrimination is at the core of the school's work. Consequently, pupils' outcomes are positive and any unevenness between different groups is minimal. The school gained the Rights Respecting School Award because it has a clear vision for the achievement of all groups based on human rights. Partnership activity effectively develops learning opportunities that the school could not provide on its own, such as in sport and music. Leaders promote community cohesion in an outstanding manner. Their actions have a very beneficial impact on cohesion within the school, the local community and beyond. Pupils are effectively encouraged to view their role as not only members of the school but to consider their role in the local, national and international community. Excellent engagement with parents and carers ensure that they are strongly involved in their children's learning and the work of the school.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and achieve well throughout Nursery and Reception classes because staff ensure that activities consistently match their individual needs. These activities are stimulating and successfully capture and maintain children’s interest. Children are encouraged to make choices for themselves and this develops their independent learning skills well. The focused activities, led by adults, successfully develop children’s learning. Staff do not always intervene quickly or effectively enough when children are playing on their own in order to increase the value of their learning. Strong emphasis is placed on developing children’s language skills, which are particularly weak on entry to school. This was seen to good effect in a session in reception when children were effectively learning how to identify and sound out the letter ‘p’ in a variety of words. Bilingual teaching assistants provide valuable support for children who are at an early stage of learning to speak English.

Children respond positively, behaving well and showing enjoyment and enthusiasm in all they do. This was clearly evident in the nursery when they were using the role play area, set up as a toy shop, to buy and sell toys. The curriculum is enriched by opportunities for children to go on visits, such as to the local cinema, and to work with a variety of visitors. Good leadership ensures that staff use assessment information well to plan activities that meet the needs of different groups. Comprehensive policies and procedures ensure the welfare and safety of children. The well-organised outdoor area is used effectively to promote children’s learning throughout the day. Parents and carers are kept very well informed about their children’s progress and achievement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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

A low proportion of parents and carers returned the questionnaires. Most were positive about the school's work and the efforts of all staff. A very small minority did not agree that the school took account of their suggestions and concerns. These views were taken into consideration during the inspection by discussion with the headteacher and scrutiny of documentation. Evidence shows that the school makes every effort to respond to any suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadfield Community 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 inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 381 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	21	36	1	2	0	0
The school keeps my child safe	32	54	27	46	0	0	0	0
The school informs me about my child's progress	28	47	28	47	3	5	0	0
My child is making enough progress at this school	30	51	23	39	3	5	2	3
The teaching is good at this school	29	49	24	41	4	7	1	2
The school helps me to support my child's learning	30	51	23	39	3	5	0	0
The school helps my child to have a healthy lifestyle	28	47	29	49	2	3	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)	22	37	28	47	2	3	1	2
The school meets my child's particular needs	23	39	30	51	3	5	1	2
The school deals effectively with unacceptable behaviour	25	42	29	49	4	7	1	2
The school takes account of my suggestions and concerns	20	34	27	46	6	10	1	2
The school is led and managed effectively	25	42	29	49	1	2	1	2
Overall, I am happy with my child's experience at this school	26	44	29	49	2	3	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 December 2011

Dear Pupils

Inspection of Broadfield Community Primary School, Rochdale OL16 1QT

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do. The inspectors judge that yours is a good school and that:

- you make good progress and achieve well
- adults are interested in your views and explain how to improve your work, as you indicated in your questionnaires
- you have positive attitudes and are eager to learn
- staff look after you well and make sure you are safe in school
- you enjoy school, as is shown by your above-average attendance
- the school works with parents and carers in an outstanding way to support your learning
- it treats each of you equally and makes sure everyone gets on harmoniously.

What we have asked your school to do now is to:

- give you more opportunities to write at length to improve your writing skills
- improve your understanding of important mathematical vocabulary
- help staff to improve their good teaching skills further
- check more carefully the quality of your learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead inspector

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