

Broadbent Fold Primary School and Nursery

Tennyson Avenue, Dukinfield, Cheshire, SK16 5DP

Inspection dates 20–21 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	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 behave well and enjoy coming to school. This is reflected in consistently high levels of attendance.
- The proportion of pupils making expected progress is high compared with the average, due to improvements in teaching.
- Progress across most year groups is good, especially in mathematics in Years 3 to 6.
- The use of support staff, along with well-planned lessons, contributes to pupils' good progress, including those with special educational needs.
- Teachers are well supported to improve the quality of their teaching through coaching programmes within the school and through partnerships with other schools.
- The headteacher has guided the school well through a period of staffing instability and is ensuring pupils' good achievement and the school's continuing improvement.

It is not yet an outstanding school because

- Some teaching remains satisfactory, particularly that of mathematics in Years 1 and 2.
- Teachers do not always monitor learning in lessons consistently.

Information about this inspection

- The inspectors observed eight lessons and made eight short visits to lessons.
- They held meetings with groups of pupils, the Chair of the Governing Body, all staff members observed, the local authority adviser, the school’s external adviser (School Improvement Partner) and spoke to parents.
- Inspectors observed the school’s work and looked at: school development planning, local authority reports, School Improvement Partner reports, minutes of governing body meetings, data related to the tracking of pupils’ progress, senior leaders’ monitoring of teaching and learning, safeguarding documents; samples of pupils’ work; parental surveys carried out by the school recently and looked at 43 responses to the on-line questionnaire (Parent View).

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Sue Sharkey	Additional Inspector

Full report

Information about this school

- Broadbent Fold is a smaller than average sized primary school.
- The school has a lower proportion of pupils known to be eligible for the pupil premium than average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported through school action, school action plus, or with a statement of special educational needs is below the national average.
- The governing body manages the before and after-school club.
- The school exceeds the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- To improve achievement in mathematics in Years 1 and 2 by:
 - providing more opportunities for staff to develop mathematical subject knowledge in order to ensure pupils make at least good progress in acquiring mental arithmetic skills.
- Ensure that the quality of teaching is consistently good or better by ensuring teachers monitor pupils' learning to ensure they make at least good progress.

Inspection judgements

The achievement of pupils is good

- In lessons, pupils are well motivated, concentrate well and are keen to demonstrate their understanding of what they have learned. For example in a Year 6 mathematics lesson, pupils were given many opportunities by the teacher to work together to solve problems and were challenged to think deeply about their choice and range of methods. As a result, all pupils were later able to accurately and rapidly answer questions about how to make fractions out of remainders and how to reduce fractions into their smallest possible form.
- Children make good progress during the Early Years Foundation Stage. They establish good listening and cooperation skills as well as enjoying exploring and playing with a range of materials. They benefit from good space and resources as well as skilful teaching.
- Through Years 1 and 2, pupils make steady progress; although, in mathematics, progress is not as strong as it is in reading and writing. Through Key Stage 2 pupils make good progress in English and mathematics.
- Overall attainment is broadly average but above average in English.
- The learning and quality of education for disabled pupils and those with special educational needs is good. This is also the case for pupils who receive additional support from the pupil premium funding. This is because of effective small group and one-to-one support from teaching assistants. In addition, teachers' well-planned work for different groups ensures that their needs are met well.
- Pupils' attainment and progress in reading is good and guided reading sessions help to encourage pupils to read widely and with understanding.

The quality of teaching is good

- The overall good quality teaching is typified by strong relationships, effective behaviour management and learning activities that help to promote pupils' engagement and interest. When teaching is at its best, pupils have regular opportunities to work collaboratively together, teachers have high expectations, good subject expertise and pupils have a good understanding of how to improve their work.
- Pupils say that they enjoy lessons and value the extra support, such as in 'Lexia' and 'Symphony Maths' clubs before school that help to improve their English and mathematics skills.
- In English, teachers throughout the school provide stimulating and creative activities that motivate pupils to write well for different purposes. In Key Stage 2 in mathematics, most teachers have high expectations about the correct use and understanding of key mathematical terms and using appropriate methods to solve problems.
- Scrutiny of pupils' work shows that teachers assess pupils' progress regularly and accurately. Pupils' work also shows that good teaching strategies are adapted for the particular needs of pupils.
- Teaching helps to promote pupils' spiritual, moral, social and cultural development well. For example, pupils reported that they enjoy learning about the Celts in history and are amazed when learning about the growth of plants in science, including those in the school's Memorial Garden.
- In lessons where progress was only satisfactory, teachers do not always monitor pupils to check they had followed instructions or to explain what they had learned.
- Sometimes teachers do not plan with sufficient subject knowledge to ensure at least good progress for all pupils in a lesson. Such shortcomings were evident in observations and in the work of younger pupils in mathematics where there is some insufficient challenge and support for pupils' mental arithmetic skills.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school, feel safe and appreciate everything that it has to offer. Classrooms are calm and orderly. At break and lunchtimes, pupils get on well with each other. Pupils have confidence in approaching staff with any problems or concerns and are confident that they feel safe in school. They show good knowledge and understanding of internet safety issues, as well as safety to do with areas such as drugs, water, electricity and crossing the road.
- The school operates an effective behaviour policy which is well understood by pupils. Positive relationships and 'Golden Time' where pupils choose and benefit from a range of activities including sports, helps to motivate pupils. Parents are confident that the school manages pupils' behaviour well.
- Pupils have a good understanding of different types of bullying. Some report that there are a few incidents of bullying, particularly name calling, but pupils say that it is dealt with effectively.
- Attendance is above average due to the rich curriculum and highly effective procedures in place to ensure parents bring their children to school on time.

The leadership and management are good

- The headteacher has strong drive and provides strategic vision. Despite staffing instability, she has instigated good improvements to teaching, learning, attendance, staff deployment and improving the physical learning environment of the school. As a result, capacity to improve further is good. The school's view of its own strengths and weaknesses are accurate, as well as its priorities for improvements.
- Middle leaders are adding strength to the leadership and management in the school, through the regular monitoring of teaching, opportunities to teach with other staff and coaching staff in more creative teaching strategies. New and more experienced teachers value the in-house expertise of leaders as well as the partnerships with other schools to learn from the most effective practice.
- Teachers' performance is managed well as the school has clear expectations for all teachers which are used to tackle any underperformance. Regular pupils' progress meetings help to ensure that teachers view themselves as responsible for pupils' achievement. There is no discrepancy between the salary of teachers and the overall effectiveness of the school.
- The curriculum is vibrant, providing many opportunities for pupils' good spiritual, moral, social and cultural development. For example, pupils reported enthusiastically about visits to the theatre and historical sites as well as good opportunities to take part in musical groups, such as 'Young Voices'. Valued experiences, such as writing letters to children in Kenya as well as taking part in themed weeks such as 'Spanish Week' and 'Rainforest Week', help to promote their knowledge of different countries, languages as well as opportunities to work with artists.
- Parents are satisfied with the quality of education, particularly the breakfast club which helps their children to prepare well emotionally and physically for learning.
- The school's arrangements for safeguarding pupils meet statutory requirements. There is particularly rigorous follow-up of and prevention of absences.
- **The governance of the school:**
 - the governing body has a good blend of expertise to support different aspects of the school's work
 - they are well informed and are able to effectively monitor the work of the school and manage finance, due to effective support provided by the local authority as well as the School Improvement Partner.

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 pupil's 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 pupil's 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	106193
Local authority	Tameside
Inspection number	400825

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	233
Appropriate authority	The governing body
Chair	Mr Reg Patel
Headteacher	Mrs Victoria Walker
Date of previous school inspection	19 October 2009
Telephone number	0161 3039411
Fax number	0161 3049214
Email address	head@broadbentfold.tameside.sch.uk

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