

Broomfields Junior School

Bridge Lane, Appleton, Warrington, Cheshire, WA4 3AH

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Standards have been consistently well above the national averages in English and mathematics for five consecutive years.
- All groups of pupils, no matter what their starting points, make outstanding progress throughout all year groups.
- Much teaching is outstanding and teachers plan interesting and often inspiring activities which pupils enjoy greatly.
- Homework is exceptionally well used to extend learning.
- Leaders at all levels and teachers have very high expectations of all pupils. Despite being a large school, each child is recognised as a unique individual and learning activities are exceptionally well matched to their individual needs.
- Most marking of work clearly informs pupils as to what level they are working at and what they have to do to reach higher levels. Occasionally, some marking does not clearly illustrate to pupils precisely what they need to do that will really stretch them to higher levels.
- Pupils have exemplary attitudes towards their learning. They enjoy school, have an excellent understanding of how to keep themselves safe, behave outstandingly well and look after each other with care and understanding.
- The range of clubs and extra activities provided by the school are extensive and this contributes significantly to extending pupils' creative, musical, sporting and other skills and the number of pupils that take part is exceptionally high.
- The headteacher, senior leaders and the governing body provide inspirational leadership, creating a strong vision for high expectations and hold all adults to account in the pursuit of these high aspirations. As a result, the quality of teaching is strongly improving and achievement is rising.
- Pupils say they are proud of their school and their own achievements and parents' comments and responses show they are overwhelmingly positive about all aspects of the school.
- Pupils are exceptionally well equipped for the next stage of their education.

Information about this inspection

- The inspection was carried out by three additional inspectors.
- Inspectors observed 20 lessons or parts of lessons, including two joint observations with senior leaders. Inspectors also made a number of short visits to classrooms and listened to pupils read.
- Meetings were held with two groups of pupils and other opportunities were taken to talk with pupils on the playground. Meetings were also held with members of the governing body, one representative from the local authority and members of staff including senior and middle leaders.
- Inspectors observed the school's work and looked at a range of documents including, data on pupils' progress, school development plans, documentation relating to teachers' performance over time and records relating to pupils' behaviour and safety.
- Inspectors took into account the 66 responses to the online questionnaire (Parent View), one written response from a parent and the results of the school's own parental and pupil surveys. They also took account of questionnaires completed by staff.

Inspection team

John Dunne, Lead inspector

Additional Inspector

Peter Martin

Additional Inspector

Bernard Dorgan

Additional Inspector

Full report

Information about this school

- Broomfields is much larger than the average-sized primary school.
- The proportion of pupils supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for the pupil premium (additional funding for children in the care of the local authority or known to be eligible for free school meals) is below average.
- Most pupils are from White British heritage. The proportion of pupils from minority ethnic groups who attend the school is well below average, as is the proportion of pupils who speak English as an additional language.
- The school meets the government's floor standard, which is the minimum expected for pupils' attainment and progress.
- There is a before- and after-school club called the Jolly Days Link Club located on the school site which is not managed by the governing body. This report can be found on the Ofsted website.

What does the school need to do to improve further?

- Continue to build on the strongly improving trend in achievement by ensuring that all marking clearly informs pupils how to improve their work to the highest level.

Inspection judgements

The achievement of pupils is outstanding

- Pupils enter the school with skills and knowledge that are above those typically found nationally.
- Consistently good and often outstanding teaching enables pupils, whatever their starting points, to make outstanding progress. As a result, standards in English and mathematics have remained significantly above the national average for the past five years and have also risen at a faster rate than seen nationally.
- The school's own data and work seen in books and lessons indicate that pupils are continuing to make accelerated progress.
- The proportion of pupils making more than the expected rate of progress from their starting points is high with almost twice as many reaching the higher levels in reading, writing and mathematics than seen nationally.
- In 2011, the achievement dipped for two groups of pupils: those eligible for the pupil premium, and in mathematics for those with special educational needs. The school has taken swift action to remedy this ensuring that pupils with additional needs are very quickly identified and provided with excellent support to help them succeed. Consequently, 2012 Key Stage 2 results and current work seen show that these gaps have been closed and that both of these groups are making outstanding progress. Pupils entitled to a free school meal are attaining standards in line with others.
- Pupils are taught to read well. The effective teaching of phonics (linking letters and sounds) in Year 3 is helping pupils with weaker reading skills to catch up quickly.
- Parents are fully involved in fostering pupils' enjoyment of reading by listening to them read at home, as seen by the many comments in pupils' reading diaries.
- The use of regular and relevant homework to extend learning is highly effective and homework books showed challenging work with high quality presentation.

The quality of teaching is outstanding

- The quality of teaching at Broomfields is consistently high, resulting in outstanding levels of achievement. In nearly half of the lessons seen during the inspection, teaching was outstanding and never less than good.
- Outstanding teamwork from teachers and teaching assistants coupled with accurate assessments of what pupils need to do to propel them to the next stages, result in rapid gains in learning.
- In a mathematics lesson, outstanding teaching and skilfully planned practical activities enabled pupils to successfully complete work on area and volume, which was two years ahead of expected levels for their age. The pupils found the tasks so interesting, it inspired them to work for long periods, trying out different ways to solve the highly challenging problems. The work was skilfully adapted for pupils working at different levels and so pupils of all abilities were being 'stretched'. The pace of the lesson was brisk and it built strongly upon what pupils had already learnt. The teacher used sharply focused questioning which made pupils think deeply about how to solve the complex problems they were working on.
- Most teaching is like this, with activities which are imaginatively and at times, inspirationally planned. As a result, pupils' enjoyment of lessons is considerable.
- Teachers develop basic skills, particularly speaking and listening, and reading and writing, very well across a wide range of subjects.
- Teachers are generous with their time and put on a multitude of out-of-school activities covering an extensive range of musical, artistic, sporting and skill-based events and the majority of pupils take part. These exploit pupils' curiosity, extend the range of skills they learn, build their self-confidence and strongly promote their spiritual and cultural development.
- Pupils often have to assess their own work and the work of others and this contributes well to

their understanding of their successes and how to improve.

- Most work is very effectively marked and much marking is exemplary, clearly indicating where pupils have demonstrated successful learning and pointing out how they can do better. Occasionally, teachers do not make it clear to pupils exactly what they will have to do to take their learning to a higher level. However, pupils do have clear, personalised learning targets and understand the levels they are working at and were able to explain these to inspectors.

The behaviour and safety of pupils are outstanding

- Parents, pupils and staff expressed highly positive views about standards of behaviour in lessons and around school and this matched the outstanding behaviour observed throughout the inspection.
- A parent whose child had problems getting on with other children, moved to Broomfields and described how, 'progress had been enormous and how her child was now like a different person, due to the care and understanding shown by the staff'.
- Pupils say that they feel very safe and greatly enjoy school. This is shown by their attendance which is significantly above the national average.
- Lessons are so interesting that misbehaviour in lessons almost never happens because pupils are so keen to get on with their learning and many talked about the very high quality of teaching they receive.
- Pupils have an excellent understanding of how to keep themselves safe, including how to keep safe when using new technologies, such as the internet and social media sites.
- The way in which pupils interact harmoniously is a strength of the school and provides a really positive atmosphere where learning can flourish.
- There is almost no evidence of bullying, and parents, carers and pupils express confidence in the schools' systems for dealing with such occurrences should they arise. Pupils are well informed about different types of bullying that they may encounter.
- Pupils greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff.
- Pupils' ability to work independently for extended periods and exceptionally well in groups makes a significant contribution to their outstanding learning.

The leadership and management are outstanding

- The school is exceptionally well led by a headteacher who has developed highly effective teams of leaders and managers at all levels.
- All who work in the school share the same clear, unwavering ambition to ensure that every pupil has the very best educational experience possible and to sustain the pace of improvement.
- This highly effective teamwork permeates the whole school.
- The quality of teaching is rigorously checked and the best practice is regularly shared. All teachers have demanding targets, including ambitious targets for pupils' progress. These are linked not only to effective training programmes, but also to teachers' pay-related performance management. This is raising the overall quality of teaching.
- Highly effective procedures are in place to regularly check up on the progress of groups and individuals. Teachers meet at frequent intervals with senior leaders, any underachievement is very quickly identified and the individualised support put in place is highly effective in bringing about improvements.
- Teachers strive to ensure that all pupils gain a good awareness of the diversity of the world in which they live. Consequently, a wide range of cultural festivals are celebrated and visitors and trips are well used to enable pupils to understand different faiths and lifestyles. Such good practice effectively promotes cultural understanding and equality of opportunity.
- The local authority currently provides light touch support for this school as it has complete

confidence in the capacity of the school's leadership to continue to drive up improvements even further.

■ The governance of the school:

- Governors are extremely knowledgeable about all aspects of the school, including the quality of teaching. They are actively involved in setting the ambitious targets for teachers which are linked to pupils' progress and salary increases. The governing body is provided with data and assessment information which give it a secure understanding of how much progress pupils are making in each class. Governors hold leaders to account for pupils' progress, ensuring that high standards are maintained. Subject governors ensure that pupil premium funding is appropriately spent and is closely monitored to ensure it is having a positive impact. The governing body ensures safeguarding meets statutory requirements and that the school budget is managed effectively.

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 pupils' 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 pupils' 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	111128
Local authority	Warrington
Inspection number	403139

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	The governing body
Chair	Peter Gleave
Headteacher	Keith Greenwood
Date of previous school inspection	26 September 2007
Telephone number	01925 265297
Fax number	01925 861734
Email address	broomfields_junior_head@warrington.gov.uk

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