

Northwood Broom Community School

Keelings Road, Northwood, Stoke-on-Trent, Staffordshire, ST1 6QA

Inspection dates 5–6 February 2013

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.

- The headteacher, well supported by the deputy headteacher, shows great determination and success in tackling weaknesses from the last inspection. As a result, the school is improving well.
- Achievement is good. The proportion of pupils at the end of Year 2 reaching national average standards is now increasing.
- Teaching is good and there are some outstanding examples. High quality marking, strong knowledge of the needs of pupils, well-planned lessons and additional support staff, help pupils to learn well across the school.
- The governors provide very effective support for the school. They ensure that pupils are taught well.
- Pupils feel safe, well cared for and are happy. They behave well and get on well with each other and staff.
- Pupils' spiritual, moral, social and cultural development is well supported. The school provides well-planned opportunities to celebrate and take part in a range of festivals, themed days and special trips to help pupils develop their appreciation of the world around them.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure all pupils achieve their potential, particularly the more able.
- Pupils have too few opportunities to use and improve their mathematical skills across a range of subjects.

Information about this inspection

- Inspectors observed 12 lessons, three of which were joint observations with the headteacher. They also made short visits to seven lessons and looked at work in pupils’ books.
- Inspectors listened to groups of pupils read.
- Inspectors took account of 30 responses to the online questionnaire (Parent View) and responses to a parental questionnaire recently carried out by the school.
- Meetings were held with two groups of pupils. Inspectors also held discussions with the Chair and Vice-Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, documents relating to the school’s plans for improvement , its procedures for checking the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clarice Nelson-Rowe, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Full report

Information about this school

- This is a smaller than averaged-sized primary school.
- Around two thirds of pupils are of White British heritage, which is lower than average. Mainly pupils of Pakistani backgrounds form the next sizeable group.
- The proportion of pupils who speak English as an additional language is higher than average.
- A higher than average proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by:
 - increasing the opportunities for teachers to observe outstanding practice that exists within the school
 - increasing the use and consistency of specific, more demanding targets in lessons for different ability groups, to ensure that all pupils and particularly the more able, reach the highest levels of which they are capable
 - planning opportunities for pupils to apply and improve mathematical skills across different subjects.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are below the levels typically expected for their age. They make good progress throughout the Nursery and Reception classes. This is because their needs are well known by staff and are taken into account when planning activities to help them further develop their skills.
- The good progress continues throughout Years 1 and 2 due to good teaching. As a result, by the end of Year 2, pupils reach standards that are broadly average in reading, writing and mathematics. Over the past three years, overall standards have been improving strongly. However, the proportion of pupils reaching the higher standards, particularly in reading and mathematics, has been lower than the national average.
- Currently, rates of progress are good across the school for all pupils and in all subjects, but strongest in reading. This is also the case for pupils supported by the pupil premium. Pupils achieve well in reading because pupils' knowledge of phonics (letters and the sound they make) is getting stronger. They use it to read unfamiliar words. In addition to this, the well-planned programme of individual adult support for pupils who are targeted by the pupil premium, often make better progress than other pupils in school in reading.
- Pupils' handwriting is usually clearly formed. Most are aware of how full stops and capital letters are used. Their confidence in constructing sentences with more varied words is improving well, particularly in Year 2. There are clear improvements in overall presentation in writing for most pupils since joining the school.
- Learning in lessons and work in books show that pupils show good use of calculation skills in solving simple number problems. However, there are too few opportunities for pupils to use and develop their mathematical skills in different subjects, such as science.
- Disabled pupils and those with special educational needs in the school are well supported. Their needs are quickly identified and a wide range of help is planned including specialist help, where necessary, from agencies that work with the school. Consequently, they make good progress from their particular starting points.
- The school demonstrates a strong commitment to ensuring that all pupils are given an equal chance to succeed. Pupils of all backgrounds, including those of minority ethnic backgrounds achieve well. Extra support is put into place, where needed, for any child who may be at risk of underachieving. This is also the case for the small but increasing number of pupils who join and leave the school at different times and for those who speak English as an additional language.

The quality of teaching is good

- Teaching is good overall with some that is outstanding. It has improved strongly since the last inspection and this has been central to the school's success in raising pupils' achievement.
- Teachers plan well for the needs of pupils with clear overall learning targets that are shared and used well with pupils to improve and review learning. Large numbers of pupils, and particularly the more able, make outstanding progress where teachers plan activities with more demanding targets for different ability groups. However, this is new and not fully consistent across the school.
- Much is done to develop pupils' spiritual, moral, social and cultural development. This is particularly seen in the way that the school uses festivals and celebrations to create lively and engaging lessons to develop reading, writing, speaking, listening and research skills. For example, as part of the Chinese New Year theme, all pupils across the school showed good progress in reading, different styles of writing, presentations and discussions with each other. However, there are too many missed opportunities for pupils to apply their mathematical skills on such occasions and in other themed work across the school.
- Teachers monitor the progress of pupils well. They adjust their teaching where they find pupils

are not showing good progress in understanding particular concepts. For example, in a Year 2 lesson on lines of symmetry, the teacher stopped the class after realising that some pupils were not drawing lines in the correct position on triangles and so asked pupils where the line should go and why. As a result pupils improved in the understanding of their work.

- Marking is of a high quality. There is a consistency in teachers commenting on where children achieve the learning aims and clear steps for improvement are given. Pupils are given time in class, called 'fix it' sessions, to respond to teachers' comments and carry out corrective activities to ensure that they make better progress.
- Other adults, such as teaching assistants, parent and reading volunteers, support pupils well. They, like teachers, encourage pupils to work hard and use questioning very well to check and develop pupils' understanding.

The behaviour and safety of pupils is good

- Pupils are very happy and safe at the school and parents overwhelmingly agree. One pupil summarised it well by saying, 'Teachers look after us and protect us.' Their attendance and punctuality is improving.
- Pupils work very well in group work during lessons. They help to support and improve each other's learning well. This is particularly the case when they use their shared expectations of what their work should contain, called the 'success criteria', to check and comment on each other's work.
- Most pupils understand and consistently meet teachers' high expectations of behaviour. On some occasions where they do not behave as well as expected, they are given good opportunity for time out and to reflect on their behaviour by sitting on a 'thinking chair' in their classrooms. Very quickly they settle back into their lessons.
- Relationships between pupils and with staff are caring and friendly. Pupils show good understanding of the different types of bullying. Although they occasionally fall out, pupils report that there is no bullying at the school. Pupils benefit from 'buddies' who are given responsibility to ensure that everyone is happy and playing with friends on the playground.
- Pupils have good understanding of how to be safe when using the internet. This is well promoted by assemblies and lessons on safety. Pupils' commitment to ensuring the safety of everyone has been very evident in the most recent demonstration about road safety by pupils outside of the school, to warn motorists to watch their speed.

The leadership and management are good

- The headteacher, well supported by the deputy headteacher, shows great passion and strong drive to improve the school further. They place great emphasis on high quality care and achievement for all its pupils. Staff are challenged but well supported to rise to their senior leaders' high expectations.
- The headteacher deals firmly and quickly with any teaching that does not ensure pupils make good progress. Regular checks are made on the quality of learning in lessons and books. As a result the quality of teaching is improving strongly.
- The management of the performance of teachers is rigorous. The school ensures that no teacher progresses upwards in salary unless there is clear demonstration of impact on pupils' achievement. Staff have clear targets to ensure that their teaching meets the required standards for teachers.
- Senior and subject leaders have a clear and accurate view of their strengths and weaknesses and focus well on carrying out the right actions for areas for improvement, to move the school further forward.
- The local authority provides light touch support for the school. This is because school leaders demonstrate very good ability to improve the achievement and well-being of pupils further.

- Good links with effective schools is helping to ensure that teachers are kept up to date with regards to outstanding practice in teaching. Good training in school, lead by senior leaders, subject managers as well teachers new to teaching, help to ensure that good practice is being exchanged. The school has started to improve opportunities for teachers to observe outstanding teaching within the school, but this is not fully developed.
- There is a high commitment to the welfare of pupils and the school meets current safeguarding requirements well. The school has excellent links with a wide range of agencies to ensure pupils get the support they need and so help them to learn well.
- **The governance of the school:**
 - Due to the high level of educational expertise on the governing body, governance of the school is highly effective. There is strong understanding of information about pupils' progress, so governors are able to provide the necessary challenge and support. They are fully aware of the strengths and weaknesses of teaching and have supported the headteacher well in appointing and removing staff to ensure that pupils get a good quality of education. They, like all staff in the school, are highly committed to equality for all pupils, and therefore ensure that pupil-premium funding is used well to support those pupils concerned.

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	123995
Local authority	Stoke-On-Trent
Inspection number	406206

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Danielle Malkin
Headteacher	Stephanie Moran
Date of previous school inspection	2 March 2011
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