

# Broadfield Primary School

Goddard Street, Oldham, Greater Manchester, OL8 1LH

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- From their very low starting points children in the Early Years Foundation Stage get off to a good start and make good progress in all areas of learning.
- Teaching is mainly good throughout the school and is leading to pupils making good progress, particularly in reading and mathematics.
- Pupils' positive attitudes and their good behaviour make a strong contribution to their learning.
- The school takes good care of all pupils, whatever their circumstances. There are strong supportive relationships, which help pupils feel safe and secure.
- Excellent relationships with parents ensure that all families are very well supported.
- Governors are very clear about the direction the school must take to improve further and hold senior leaders to account.
- Senior leaders have maintained the good quality of teaching seen at the time of the last inspection and are relentless in their drive to improve this and pupils' achievement further. They have high expectations of staff and support teachers well to develop their skills.
- Teachers and teaching assistants work closely together and make an effective team.
- The school successfully offers a wide range of activities to pupils, particularly in art, music and physical education.

### It is not yet an outstanding school because

- Most pupils do not do as well in writing as they do in reading and mathematics because of limited opportunities for pupils to write across a range of subjects.
- Not enough pupils are reaching the higher levels in their work. This is because activities in some lessons are too easy for the most able pupils.
- The marking of pupils' work by teachers is inconsistent and does not always give pupils the information they need to improve their work.
- Some of the targets and criteria for measuring the success of the actions for improvement outlined within the school improvement plan lack clarity. They do not allow staff at all levels, including middle leaders, to check the impact of actions as well as they could.

## Information about this inspection

- The inspectors observed teaching in 20 lessons, including one observation carried out jointly with the headteacher. The inspectors also observed assembly and listened to pupils reading. They looked at examples of pupils' work and observed pupils at lunchtime and break times.
- The inspectors held meetings with pupils, staff, members of the governing body, a representative from the local authority and an independent advisor. They spoke to some parents as they brought their children into school and two parents who requested a meeting.
- The inspectors took account of the schools own survey of parents and pupils and 20 questionnaires returned by staff. They took into account 12 responses to the online questionnaire (Parent View)
- The inspectors looked a range of documents, including data on pupils' current progress across the school, the schools view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- The inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

## Inspection team

Emma Jackson, Lead inspector	Additional Inspector
Chris Maloney	Additional Inspector
Terry Bond	Additional Inspector

## Full report

### Information about this school

- Broadfield is a larger than average-sized primary school.
- The proportion of pupils supported through school action is twice the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational need is in line with the national average.
- The proportion of pupils eligible for support by the pupil premium funding is above the national average. This is additional funding for pupils who are known to be eligible for free school meals and children that are looked after by the local authority.
- The proportions of pupils who are from minority ethnic groups, or speak English as an additional language is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last inspection there have been a number of changes to the teaching staff, particularly in Years 3 and 4.

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

- Improve the quality of teaching to outstanding by:
  - increasing further the numbers of pupils making good or better progress in writing, particularly in Key Stage 2
  - making sure that all teachers use information gained from checking pupils work to consistently plan tasks that challenge the most able pupils to reach higher levels of attainment
  - providing more opportunities for pupils to write across a range of different subjects
  - ensuring that all teachers provide pupils with clear guidance, through marking, on how precisely to improve their work and opportunities to show they can.
- Strengthen leadership and management further by:
  - ensuring that plans for further improvement are clear and measurable in how they will help pupils make best possible progress and improve the quality of their learning
  - providing more opportunities for subject and middle leaders to check on how well pupils are learning so that they can take decisive action to bring about improvements.

## Inspection judgements

### The achievement of pupils

is good

- Most children start school with skills that are typically well below what is typical for their age, particularly in communication and language. They settle quickly, get off to a good start and make good progress from their starting points. This is because of good teaching, stimulating places in which to learn and high expectations. As a result, by the time they enter Year 1, increasing numbers of children are approaching average levels of skill for their age. This represents good progress from their low starting positions.
- Pupils continue to make good progress in Years 1 and 2. For example in 2013, the percentage of pupils meeting the expected standard at Year 1 in recognising the sounds that letters make (phonics) was above the national average. In addition, pupils leave Year 2 with skills in reading, writing and mathematics that are broadly in line with the national average. This has been improving steadily over the last three years.
- The attainment of Year 6 pupils who left the school in 2013 was broadly average in writing and mathematics and low in reading where too few pupils achieved the expected level. However, senior leaders have taken swift and decisive action and, as a result, pupils' current attainment in reading is much improved.
- Most pupils in Years 3 to 6 are now making good progress, although pupils do better in mathematics and reading than writing. For example, the proportions of pupils currently in Year 6, who have made good progress in mathematics and reading has increased. This reflects the improvements to provision and the school's drive to raise standards.
- The proportion of children making good progress in writing lags behind that of reading and mathematics. This is because there are too few opportunities for pupils to write across a range of subjects and, as a result, their skills are not fully developed.
- Work in pupils' books, discussions with pupils and consideration of the school's own data shows that improvements in teaching are leading to better progress for all pupils. However, there is not always sufficient challenge in all lessons to allow the most able pupils to achieve the higher levels of which they are capable. There are inconsistencies in how the information gained from checking pupils work is used to plan future tasks to successfully build on what this group of pupils already know and understand.
- In reading, pupils' attainment is broadly average at the end of Year 2 and currently rising rapidly at the end of Year 6. This is because the school has done a great deal to raise the profile of reading. As a consequence, pupils read with increasing fluency and confidence as they move through the school. They talk knowledgeably about their favourite authors and are increasingly adept in building words and blending sounds together.
- Disabled pupils and those with special educational needs make good progress. This is because their different needs are quickly identified. Effective support from teachers, teaching assistants and a range of support staff helps each of them to make good progress in reaching their targets.
- The progress of pupils who benefit from support through the pupil premium funding is good. Pupils eligible for free school meals are currently approximately one term behind their peers and the gap is decreasing rapidly in reading, writing and mathematics. This is as a result of a wide range of extra support and includes a homework club, one-to-one tuition and effective small group interventions.
- The school is fully committed to promoting equality of opportunities for all pupils. Pupils from minority ethnic backgrounds and those who speak English as an additional language are extremely well supported and, as a result, make good progress from their individual starting points. The use of multilingual speakers and a range of activities for parents ensure that these children are not disadvantaged in anyway.

### The quality of teaching

is good

- Teaching across the school is typically good and occasionally better. A particularly strong aspect of teaching is the relationship between pupils and all adults in school. Teachers and teaching assistants are enthusiastic about their work and work effectively as a team.
- Where teaching is most effective, teachers have good subject knowledge, which they use very well to engage pupils' interests and question them well to deepen knowledge and understanding. They are skilled in re-shaping the explanations if they feel that pupils have not fully understood what they are learning. Pupils become absorbed in their work. For example, in Year 2, highly effective teaching allowed pupils to feel confident and enthusiastic in their learning. As one pupil said, 'Come on let's really challenge each other.'
- Classrooms and outdoor areas are well organised in the Early Years Foundation Stage. Children enjoy their learning because resources and activities provide opportunities for them to explore, experiment and investigate.
- Teaching assistants are used very effectively to support learning in classes, and with small groups of pupils. They question, explain and encourage pupils, and this has a positive impact on their progress. They are particularly sensitive to the needs of individual children and those that find learning difficult.
- Teachers have accurate information about what pupils can do and generally use this to plan lessons well. However, inconsistencies are evident in how some of this information is used to plan activities for the most able. The level of challenge for the most able pupils is not always high enough and does not allow them to make more rapid progress and aim higher in their work.
- Teachers mark pupils' work regularly. However, there are inconsistencies in the amount of information pupils are given about how to improve their work and they are not always given time to do so. This is one of the reasons why pupils' progress although good is not yet outstanding.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. This is evident in lessons and around the school. For example, when pupils come together to celebrate each other's success in an assembly their attitudes and appreciation of each other is outstanding.
- Pupils are proud of their school. For example, one pupil shook hands with an inspector and said, 'Hello, you are most welcome in our school.' They are extremely well mannered and considerate towards each other around school and at playtime. Pupils take a particular pride in themselves and their school.
- Pupils say that behaviour is generally good in lessons, but do not like it when occasionally one or two pupils, particularly boys, choose to disrupt the lesson.
- Pupils say that bullying of any kind is very rare. They also say that if incidents do occur that they are dealt with swiftly by staff. The school's records would support this.
- The overwhelming majority of parents feel that behaviour is managed well and that pupils are safe and secure in school.
- The school works extremely hard to ensure that the above-average attendance rates are maintained. A very effective attendance officer and family support worker ensure that all families fully understand the importance of regular attendance at school.
- Pupils from different backgrounds, nationalities and religions work and play together very well. The school prepares them well for life in a diverse society. One pupil said, 'We have lots of different cultures here and we all get along together.'
- The school's work to keep pupils safe and secure is good. The work of senior leaders and governors to check that all pupils are safe is extremely robust. For example, pupils have a good awareness of the importance of staying safe on the internet or a mobile phone.

### **The leadership and management** are good

- The headteacher, ably supported by the deputy headteacher and other senior leaders are passionate about their school. They are ambitious for their pupils and have a relentless determination to improve the school further.
- There is a strong sense of teamwork and teachers and teaching assistants share the vision for improvement of senior leaders. As one teaching assistant put it, 'Only the best will do.'
- A robust system for tracking pupils' progress ensures leaders have a good understanding of the school's strengths and weaknesses. However, the resulting improvement plan lacks clarity in places and does not always support all staff in checking the impact of actions as well as they could.
- Senior leaders carry out a range of checks on the quality of teaching to ensure that pupils maintain their good progress. However, middle leaders are not always given enough opportunities to check on how well pupils are learning and their role in improving pupils' provision is not fully developed.
- Senior leaders have a strong impact on improving outcomes. They identify weaknesses in pupils' progress decisively and take swift action to rectify any underachievement. For example, in response to disappointing reading results in 2013, they moved swiftly and comprehensively to ensure improvements in teaching were made. This is reflected in the better progress pupils are making in reading now and demonstrates the school's commitment to equality and in tackling discrimination.
- The local authority has provided good support to the school and senior leaders have been instrumental in ensuring that the support has been used well to improve outcomes for pupils.
- The additional sports funding is being used exceptionally well. A highly dedicated learning mentor has ensured that it is used to increase participation in school sport, to raise achievement through expert coaching and to allow pupils to participate competitively in a range of sports. This in turn has a positive impact in pupils' health and well-being.
- The curriculum provides a wide range of learning activities and pupils enjoy their topic work. For example, pupils told inspectors how much they enjoyed their world cup topic. The extensive range of events, clubs, visits, visitors, musical and sporting activities make a very positive contribution to pupils' good spiritual, moral social and cultural development.
- **The governance of the school:**
  - Governors have a good understanding of the strengths and weaknesses of the school and share the headteacher's ambition for the school. They have worked tirelessly, alongside senior leaders, particularly in the last year, to bring about improvements. They visit the school often and take the opportunity to look at children's work, look at the school's performance data and discuss the school's work with teachers. They know about the quality of teaching and how the school's performance-management systems help to improve the quality of teaching. They know what is being done to improve the school and have a good understanding of teachers' pay and the link with performance. They use their expertise to hold the headteacher to account for her performance in bringing about rapid changes and in turn this allows them to hold teachers to account for the progress of all pupils. They have a good understanding of the finances of the school and monitor closely the progress of pupils entitled to support through the pupil premium funding to ensure it is used effectively. They are fully up to date with training in their areas of responsibility and their statutory obligations, including with regard to safeguarding, are fully met.

## 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

<b>Unique reference number</b>	105676
<b>Local authority</b>	Oldham
<b>Inspection number</b>	439833

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	373
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Forshaw
<b>Headteacher</b>	Mrs P Stennett
<b>Date of previous school inspection</b>	10 May 2010
<b>Telephone number</b>	0161 665 3030
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