

Broadheath Primary School

Sinderland Road, Broadheath, Altrincham, Cheshire, WA14 5JQ

Inspection dates 11–12 November 2014

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors have worked very well together to ensure that teaching and learning in this rapidly expanding school has improved since the previous inspection.
- Teachers and teaching assistants work exceptionally well together. They are well trained and are fully supportive of senior leaders in their ambitions.
- Governors support the school well. Together with the headteacher, they have been very successful in their negotiations with the local authority to secure new classrooms for their increasing number of pupils.
- Pupils' behaviour is good. They work exceptionally well together and are very welcoming towards the much larger than average proportion of their classmates who come to the school part way through the school year.
- The school has very strong and well-developed links with the community and the children's centre located on site and with families.
- Parents are happy that their children are safe and well looked after and say that they appreciate the school's 'open door' philosophy.
- Teachers' high expectations of pupils have helped to ensure that their attainment in reading, writing and mathematics at the end of Key Stage 1 in 2014 was the best that it has been for several years.
- The quality of phonics teaching (linking letters to the sounds they make) is outstanding.
- Pupils' attainment in reading by the time they leave at the end of Year 6 is well above average. The proportion of pupils attaining the highest possible Level 6, in mathematics, has been high for the last three years.
- All groups of pupils make at least good and sometimes outstanding progress across all year groups and in all subjects.
- All aspects of the early years, including leadership, teaching, provision, achievement and work with parents, are good and continually improving.

It is not yet an outstanding school because

- Standards in writing are not as good as in other subjects, and too few opportunities are provided for pupils to extend their writing skills in subjects such as history, science and religious education.
- Governors' knowledge and understanding of how pupils' achievement compares with other schools are still developing.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as teaching of small groups of pupils, and sessions aimed at helping pupils to learn to read. Some lessons were jointly observed with the headteacher, and members of the senior leadership team.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior staff.
- Inspectors considered 46 responses to the online questionnaire (Parent View) and the school's own surveys of parents' views.
- A meeting took place with a representative from the local authority.
- Responses to a questionnaire completed by 25 members of staff were considered.
- Meetings were held with five governors, including the Chair and the vice-chair of the Governing Body.
- A range of school documents were examined. These included data on pupils' progress, external evaluations of the school's work, the school's review of its own performance, records of the school's checks on the quality of teaching, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Sheila O'keeffe

Additional Inspector

Elaine Maloney

Additional Inspector

Full report

Information about this school

- This school is larger than the average sized primary school.
- The proportion of disabled pupils and those with special educational needs is above average.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is just below average. An above average proportion of pupils speak English as an additional language.
- Nursery provision is part time and reception provision is full time.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- A before and after-school service and a children's centre operate from the site. Both are subject to separate inspections.
- Since the previous inspection there have been a number of staff appointments, including a new deputy headteacher, four newly qualified teachers and several teaching assistants. At the time of the inspection, a new Chair of the Governing Body had been appointed and the headteacher has announced her retirement.
- Since the previous inspection, the school has increased in size, and the number of classes has increased from six to 11. At the time of the inspection, one of the five additional classrooms required had been built to accommodate the school's increasing number of pupils.
- The proportion of pupils joining the school part way through the year is much higher than average.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, and in so doing raise pupils' attainment in writing, especially in Key Stage 2, by ensuring that pupils have every opportunity to practise and develop their writing skills in subjects such as history, science and religious education.
- Improve the effectiveness of governance further by ensuring that the governing body develops a more detailed understanding of how pupils' achievement compares with that in other schools.

Inspection judgements

The leadership and management are good

- The school is exceptionally well led and managed by the headteacher who has ensured that standards have continually improved over a sustained period of time. At the same time, she has maintained the school's position at the heart of the community and worked closely with governors and the local authority, to build new classrooms, manage an unusually high influx of pupils and celebrate the increasing culturally diverse nature of the school.
- The senior leadership team is strong. Members know exactly what the school needs to do to improve, and are fully supported by all teachers and teaching assistants in their ambition for the school to be outstanding.
- All subject leaders are effective in improving the quality of teaching and learning. They are well trained in their specialist areas, and many have been on a range of programmes aiming to improve their teaching to outstanding.
- Leaders regularly monitor the quality of teaching through observations and assess the quality of teachers' marking. They make sure that any pupils in danger of falling behind are quickly identified and fully supported.
- The school's work to promote pupils' spiritual, moral, social and cultural development is good. Pupils across the school learn about major world faiths including Christianity, Hinduism, Islam and Judaism. They visit various places of worship and meet religious leaders in school. Their understanding of the culturally diverse nature of British society is developing constantly as more pupils from minority ethnic groups join the school.
- Pupils benefit from a curriculum which offers exciting residential opportunities in Years 5 and 6 together with visits to theatres, museums and galleries. Pupils study topics such as the First World War in Year 3 and the life and times of great inventors in science in Year 2. They learn to play musical instruments, such as the guitar and violin, and are involved in a wide range of sporting activities.
- Reading and mathematics are promoted exceptionally well across all areas of the curriculum. However, writing is not promoted quite as well.
- The school promotes equality of opportunity well. Though boys' overall performance in 2014 at the end of Year 6 was not as good as girls, in 2013 it was better than that of girls'. This reflects the changing nature of different groups of pupils, some of whom start school with special educational needs while others have highly developed skills.
- Systems for monitoring the quality of teaching, including in the early years are good. All teachers are set demanding targets linked to pupils' progress, their professional development and their leadership and management responsibilities.
- The school works well with the local authority's school improvement service which has provided support in a number of areas relating to the school's expansion and increase in the number of pupils on roll. At the school's request, the local authority carried out a full review of teaching and learning in 2012.
- The school takes care to ensure that it has effective arrangements for safeguarding its pupils and all statutory requirements in this respect are met.
- **The governance of the school:**
 - Governors have played an active role in supporting the school during these rapidly changing times, and have helped to ensure that standards have continued to improve. They have taken decisive action to start the recruitment process for a new headteacher early, and have strengthened the school's senior leadership team.
 - Governors ensure that pupil premium funding is well spent and that teaching activities targeted to specific groups of pupils are very effective in boosting their progress. Places at after-school and holiday club are allocated to eligible pupils, and additional phonics resources and music tuition help to ensure that they are able to participate in all school activities.
 - Governors know that the quality of teaching is good because they receive regular reports from school leaders and talk to pupils about their learning. They only reward teachers for successfully reaching their targets.
 - Governors know the primary school sports fund is helping to improve the health and well-being of pupils and that it has increased their participation in extra-curricular sporting activities such as circuit training, cross-county running and badminton. Specialist training has helped to improve staff skills in teaching physical education and sport.
 - Governors know how well pupils perform in national tests and are aware more needs to be done to

improve the quality of pupils' writing. However, their detailed understanding of how groups of pupils' achievement compare with those in other schools is still developing.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour is good most of the time, as do all staff, the overwhelming majority of parents who completed parent view and all parents who completed the school's own surveys of parents' views. Inspection evidence, including a full examination of behaviour logs, confirms that behaviour is typically good.
- Pupils enjoy coming to school, as evidenced by their continually improving attendance. They wear their school uniform with pride and are very appreciative of their attractive and well-kept classrooms and outdoor play areas.
- Pupils are very polite. They are respectful towards each other and towards their teachers, and are very welcoming towards visitors. Their behaviour as they move around the school, when at play and during lunchtime is good.
- Behaviour in class is usually good. However, at times pupils new to the school shout out answers in class, instead of raising their hand. Good management of behaviour by staff ensures that such pupils soon understand and observe the good behaviour expected of them at all times.
- Pupils have a well-developed sense of responsibility and enjoy taking care of their younger peers. The school council and 'circle time' provide even more opportunities for pupils to take on responsibilities and participate in decision making.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils who spoke with inspectors said that bullying is very rare, and that it is always dealt with effectively. This they say helps them to feel safe. All parents are of the opinion that their children are safe and well looked after throughout the school, including in the early years.
- The school has a 'zero tolerance' approach to racism and all forms of bullying. Older pupils have a very clear understanding of racism and know that it is wrong to treat someone differently because of their skin colour, language or beliefs. This understanding has made an excellent contribution towards the harmonious nature of this rapidly changing school.
- Most pupils have a good understanding of cyber bullying. Pupils new to the school, and to the country, who are still in the process of being 'inducted' into school practices and procedures, do not always have such a good understanding.
- Pupils know how to stay safe when using the internet. They know that it is wrong to give address details or any personal information to anyone while on-line, and that they should always check with teachers or parents if they are unsure about accessing a website.
- Pupils have a good understanding of dangers and risks and regularly discuss safety matters as part of their personal, social and health education programme.
- Visitors who talk to pupils about child abuse, for example, and the dangers associated with fire, further enhance pupils' understanding of safe and unsafe situations.
- Pupils are fully aware of the dangers associated with building sites and receive regular talks from the site manager responsible for the building currently taking place on the school site.

The quality of teaching is good

- The quality of teaching is good, and has improved since the previous inspection. Teachers have very high expectations of pupils, including those with special educational needs and the most able, and ensure that tasks and activities in class are stimulating and challenging. Teachers and teaching assistants, including in the early years, are well trained and have good subject knowledge.
- When marking pupils' work, teachers are careful to provide clear advice on how they can improve their learning, and push them to achieve to the best of their ability. This is evident in pupils' books in a range of subjects, including in English and mathematics, where on taking teachers' advice pupils regularly challenge themselves to choose increasingly harder activities.
- Teachers are highly skilled in questioning pupils in class. They give them time to think their answers

through carefully before sharing their ideas, and ensure that pupils are given every opportunity to participate. This was evident in Year 6 in mathematics where pupils of all abilities demonstrated an exceptional understanding of geometric shapes. Through a process of elimination, they were able to work out that the mystery shape described by their teacher was a kite because of their in-depth knowledge of angles, symmetry, and the characteristics of a wide range of shapes.

- Teachers regularly make learning interesting by firing pupils' imagination and bringing out their creativity. This was the case in Year 4 when the teacher brought an old candelabra into class. Pupils much enjoyed creating a story about the kind of person who might have owned such an object.
- Pupils are very skilled at choosing work that challenges them. Typically, they are offered three different activities, all varying in difficulty. Pupils explained that they always chose the activity that is the most challenging because 'there is no point doing something that is too easy'. Teachers are always at hand to check that pupils make the right choices and provide even harder challenges for any who finish their work early.
- Pupils work together exceptionally well in pairs and in small groups. They listen to each other and respect each other's contributions in class. This was evident in a Year 2 class where pupils worked together to place punctuation marks into phrases, in a Year 5 class where pupils cooperated and follow instructions to create origami boxes and lotus flowers, and in a Year 1 class where pupils worked together to find odd and even numbers up to 30.
- Outstanding phonics teaching ensures that pupils' reading skills are promoted very well across all areas of the curriculum. Pupils are well read and very skilled at retelling stories and picking out factual information from books. Their mathematical skills are utilised well in subjects such as computing and design and technology. However, fewer opportunities are available for pupils to practise their writing skills in subjects such as history, science and religious education.

The achievement of pupils

is good

- Pupils' achievement has improved since the previous inspection. Their attainment in national tests in reading, writing and mathematics at the end of Key Stage 1 in 2014 was above average, and was the best it has been for at least the last three years. Their attainment at the end of Key Stage 2 in 2014 was above average in mathematics and grammar, punctuation and spelling, well above average in reading, and broadly average in writing.
- Children enter nursery with different skills and abilities. However, the skills of the majority are lower than those typical for their age. All groups of pupils, including those with disabilities or special educational needs and disadvantaged pupils, make good and sometimes outstanding progress in reading, writing and mathematics across the school.
- Pupils' progress in mathematics is good. This is because teachers have good subject knowledge and make sure that activities are engaging and challenging. In 2014, the proportion of pupils attaining Level 6 in mathematics was much greater than the national average, and has been for the last three years.
- Pupils' attainment and progress in reading across all year groups is good, and often outstanding. Those who read to inspectors said that they loved reading. Many pupils are avid readers and enjoy books from a wide range of authors and in a wide range of styles.
- Pupils in most year groups make good progress in writing and have a good grasp of the technical aspects of the English language, as evident by their good attainment in grammar, punctuation and spelling. However, pupils' attainment in this subject in several year groups is not as good as in other subjects because too few opportunities are provided for them to practise their writing skills across the curriculum.
- At the end of Year 6 in 2014, there were very few pupils with English as an additional language, or from minority ethnic groups. Therefore, no meaningful comparisons can be made between their performance and similar groups of pupils nationally. Pupils from these groups in the current Year 6 are making progress in reading, writing and mathematics at least in line with their class mates.
- No meaningful comparison can be made between the attainment of disadvantaged pupils and their peers in school, or nationally, in 2014 because of their very small numbers. However, in Year 6 in 2013 numbers were greater. At that time the attainment of disadvantaged pupils in reading and mathematics was above average and at least as good as that of their classmates, and better in writing. In the same period, their attainment was better than all pupils nationally in all reading and mathematics, and equal to it in writing.
- Pupils with disabilities or special educational needs are cared for very well. Excellent partnerships with specialists, and close monitoring of their performance helps to ensure that they enjoy learning and make good progress. In 2014, their attainment was better than similar groups of pupils nationally.
- The most able pupils are consistently challenged in class and are regularly provided with additional tasks

to complete as part of their homework. In 2014, this resulted in a higher than average proportion of pupils attaining the high Level 6, in grammar, punctuation and spelling, and mathematics. A much higher than average proportion attained Level 5 in reading.

- Pupils joining the school part way through the year are very well supported, and quickly assessed. Where necessary a tailored programme of support is put in place, to help pupils to acquire English, for example, and are closely monitored. The school's good systems and prompt action ensure that such pupils integrate quickly and make good progress in all subjects.

The early years provision

is good

- Children enter the Nursery class with different skills and abilities. However, the communication, language and speaking skills of most are below those typical for their age and the proportion with special educational needs is well above average.
- The very effective leadership and management of early years provision, ensures that children get off to an excellent start in the Nursery and Reception classes. They are well taught and benefit from well thought out, and highly stimulating, indoor and outdoor learning and play areas. As a result of this, and teachers' very high expectations, children make good progress through the Nursery and Reception Years. Most enter Year 1 with the skills and abilities expected for their age.
- Staff are exceptionally efficient in monitoring children's progress. They do this continually with the support of parents, through regular observations of children's learning and development and through working closely with colleagues from the children's centre and other pre-school settings. All this helps to ensure children are constantly challenged and fully engaged in their learning.
- Clear and succinct plans help staff to focus on developing children's love of books, understanding of, for example, colour, shape, music and song and to instil in them a sense of curiosity and excitement.
- Children work exceptionally well together. They enjoy sharing and are exceptionally eager to talk about their learning and play activities.
- Children's behaviour is outstanding. They are very familiar with routines in the Nursery and Reception classes and follow instructions well. This was exemplified in a very active and complicated dance routine where children demonstrated their creativity, rhythm and wide movement repertoire.
- In the Reception class, children are willing to try new things. This was demonstrated, when after describing dry porridge as 'crumbly' and 'flaky', all children agreed to taste it cooked and then discussed its new texture and taste.
- Parents are very complimentary about their children's experience in the early years and are happy that they are safe, well looked after and making good progress.

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

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| Unique reference number | 106289 |
| Local authority | Trafford |
| Inspection number | 448316 |

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

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|--------------------------------------------|----------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 276 |
| Appropriate authority | The governing body |
| Chair | Ian Golding |
| Headteacher | Jan Dyson |
| Date of previous school inspection | 7 October 2009 |
| Telephone number | 0161 9284748 |
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