

# Broomwood Primary School

Mainwood Road, Timperley, Altrincham, Cheshire, WA15 7JU

**Inspection dates** 10–11 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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, ably supported by the deputy headteacher, has a resolute determination to improve the achievement of all pupils. She has developed a school which is in the heart of its community. Partnerships with parents are outstanding.
- There is high staff morale and a shared vision for the future successes of the school. As a result, there have been improvements in pupils' attendance, the quality of teaching and pupils' achievement. The school is well placed to continue to improve.
- The governing body provides good support and challenge to leaders and managers. It knows the school well.
- Early years provision is good. Children start with skills which are below those typical for their age. As a result of consistently good teaching and activities which engage and interest them, children make good progress across all areas of learning.
- Pupils continue to make good progress across Key Stage 1 and Key Stage 2 and reach standards which are broadly average in reading, writing and mathematics.
- As a result of good teaching pupils make good progress across school. Teachers have high expectations and plan lessons which interest pupils.
- Pupils feel safe in school and their understanding of how to keep themselves safe is outstanding. Pupils have an excellent understanding of the different types of bullying.
- Pupils' attendance has improved and is above the national average. In 2014 there were no pupils who were frequently absent from school.
- Pupils are well behaved. They are polite and courteous to one another and visitors. They enjoy the many extra-curricular activities on offer.
- Pupils' spiritual, moral, social and cultural development is strong. They learn about different cultures and diversity within their own society, visiting the elderly and other schools.

### It is not yet an outstanding school because

- On occasion, pupils, particularly the most able, do not move on to more challenging work when they are ready to do so.
- Teachers do not always apply the school's agreed marking policy with consistency. Consequently, at times pupils do not get sufficient guidance to help them improve their work.
- Pupils do not have enough opportunities to practise their mathematical skills to solve problems in mathematics and other subjects.
- Leaders do not always make the most effective use of information on pupils' achievement to measure the impact of the actions they have planned.

## Information about this inspection

- Inspectors observed a range of lessons or parts of lessons and also looked at pupils' work.
- Inspectors listened to pupils from four different year groups reading and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and representatives of the local authority.
- Inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure pupils are kept safe.
- Inspectors spoke to parents, took account of the school's own consultations with parents and took account of the 12 responses to the Ofsted online questionnaire (Parent View). They also took account of the 30 responses to the staff questionnaire.

## Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Simon Dyson	Additional Inspector
Peter Martin	Additional Inspector

## Full report

### Information about this school

- Broomwood Primary is larger than the average-sized primary school.
- The majority of pupils are of White British heritage. An average proportion of pupils is from minority ethnic backgrounds and speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is above the national average. The pupil premium is additional funding schools receive for those pupils who are or have been eligible for free school meals and those who are looked after by the local authority.
- 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.
- The early years is comprised of morning and afternoon Nursery sessions, and full-time Reception classes.
- The school operates a breakfast club which is managed by the governing body.
- The school also manages provision for two-year-olds which is separately registered with Ofsted. The report can be found on the Ofsted website.

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

- Improve teaching so that pupils reach higher standards and make even faster progress by:
  - ensuring that pupils move on to more challenging work when they are ready, particularly the most able
  - ensuring that teachers apply the school's marking policy with greater consistency so that pupils get the guidance they need to help them correct mistakes and improve their work
  - providing more opportunities for pupils to apply their mathematical skills to solve problems in mathematics and other subjects.
- Strengthen the impact of leadership on teaching and learning by ensuring that actions planned by leaders make more effective use of the information on pupils' achievement to measure the impact of these clearly.

## Inspection judgements

### The leadership and management are good

- The headteacher, ably supported by the deputy headteacher and other leaders, has successfully maintained a strong focus on improving the quality of teaching, pupils' achievement and attendance. She has a strong and resolute determination to extend pupils' opportunities and potential and has built a school which is at the centre of its community. There is high staff morale in school and all staff share the vision for further improvement.
- There are outstanding partnerships with parents. The headteacher and staff have an acute awareness of the different needs and challenges which pupils and their families face. They provide a wide range of opportunities to support them in developing their skills. Examples of this are the numerous courses on offer for parents, such as yoga, cookery and computing. There are also strong links with professionals in school who can offer appropriate support and advice. The breakfast club and wealth of after-school clubs provide pupils with a good start and end to the school day, ensuring pupils are well cared for and looked after. This shows the school's strong and successful focus on fostering good relations.
- Leaders and staff record much evidence of pupils' attainment and their progress. There are regular meetings to check on how well pupils are doing, with any pupils in danger of falling behind being quickly identified. The information and checks on how well pupils who are receiving additional support are doing are thorough.
- Those disadvantaged pupils who receive the pupil premium funding, those who are disabled, and those who have special educational needs receive support in small groups. Pupil premium funding is also used to support pupils' wider development in sports and music for example. As a result, pupils' achievement is good and gaps between disadvantaged pupils and their classmates are closing. This exemplifies the school's strong commitment to providing equality of opportunity and tackling any discrimination.
- There are effective systems for managing teachers' performance to ensure that the right level of challenge and support is given to individual teachers. Clear guidance for teachers on how to improve, as a result of the regular checks on the quality of teaching has ensured that teaching continues to improve. Staff feel well supported by the good-quality training they receive.
- Senior and middle leaders identify the appropriate areas for development in their respective areas of responsibility and plan actions to ensure that these improve. Middle leaders are involved in checking how well pupils are doing. Nevertheless, leaders do not always make the most effective use of information on pupils' achievement to carefully measure the impact of the actions they have planned.
- Primary sports funding is used effectively. It is used to employ specialist staff to work alongside teachers and pupils, most recently in gymnastics. In addition, pupils each year have an opportunity to experience a range of different sports which they might not otherwise access. These include boxing, horse riding, skiing and dance. There has been an increase in the number of pupils participating in sports, and boxing has been now offered within the community as a result. Pupils were also successful in the recent street dance competition.
- The curriculum promotes pupils' spiritual, moral, social and cultural development very well. Pupils gain a good understanding about different cultures. Values, such as respect and tolerance, are strongly rooted in the school's character. Pupils celebrate the diversity within their school as well as further afield and parents and pupils are encouraged to share their different traditions. One parent commented that the school 'does so much about different cultures that there's never been a problem'.
- Pupils learn about other British values such as democracy and law. During the inspection, some pupils were learning about the Coronation of Elizabeth II, while others were writing a biography about Margaret Thatcher, using bias to explain and argue points. Pupils also have opportunities to meet other pupils and adults. Pupils regularly visit the local old people's home to share in yoga sessions and there are shared links with a local special school. This supports pupils' good understanding of diversity.
- The local authority provides effective light-touch support. Advisers visit the school termly to check with leaders on how well the school is doing. Links with other schools within the locality provide staff and pupils with additional opportunities to further their learning and share good practice.
- Safeguarding meets requirements. The school has thorough systems in place to ensure that pupils are kept safe and regular checks are made on these. A strength of the school is the way in which pupils are cared for, guided and supported in their learning, behaviour and personal development.
- **The governance of the school:**
  - Governance is good. Governors are well informed and increasingly involved in checking on the quality of teaching and how well the school is doing through regular visits and meetings with senior and middle leaders. Some governors attend whole-school training, including the review of the school's performance.

Consequently, they know the school's strengths and weaknesses well. They have a good understanding of the information they receive on pupils' progress and what the school is doing to address any weaknesses. They know how the funding for pupil premium and primary school sport is being spent and how effective this is.

- Governors have a good knowledge about the school's procedures to monitor the performance of staff and receive detailed information about this. As a result they know how and why good teaching is rewarded and also how any underperformance is being tackled. Governors make best use of their different skills to support the school, including ensuring that safeguarding and health and safety requirements are met. They attend training to further develop their skills.

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

### **Behaviour**

- The behaviour of pupils is good. In lessons, pupils listen well to instructions and are eager to learn. Staff provide a calm and well-managed environment which supports pupils' good development in lessons. Relationships with staff and pupils are highly positive.
- Pupils behave well around school and are polite and well mannered. They are keen to share their pride in their school. Inspectors were asked on more than one occasion if they were enjoying their visit to the school.
- Pupils have a very good understanding of the school's systems of rewards and sanctions, explaining the 'zone board' with clarity. Pupils report that there are few incidents of poorer behaviour and that these are dealt with fairly by all staff. As a result, the school is a well-ordered environment, emulating high expectations.
- In lessons, behaviour is good and pupils show good attitudes to learning. At times these are exemplary. Pupils enjoy working cooperatively with one another and share ideas. This was seen in one class where pupils were discussing what they thought an object might have been used for in a 1960s school. However, on occasion, pupils become distracted when the work they are doing does not hold their interest because it is too easy or too hard.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel safe in school and parents overwhelmingly agree that their children are kept safe. Pupils are confident that any of their worries or concerns will be swiftly sorted out.
- Pupils have an excellent understanding of the different forms of bullying and also how to prevent this from happening. Their work on tackling homophobic bullying has been acknowledged by other agencies as exemplary. As a result, even the youngest pupils understand about this and other forms of prejudice-based bullying but say that it is a very rare occurrence in school.
- The work done with pupils to understand risks is of a high quality and regular visits from other agencies, such as the police and 'Child Line', support their understanding well. This includes their understanding of road safety, fire safety and also keeping safe with new technologies. Younger pupils are quite adamant that they should not give out their name or address to anyone online, for example.
- Pupils have also been fully involved in the development of the new garden, including assessing any potential risks with the chosen design and equipment.
- Attendance has continued to improve and is above average. In 2014, as a result of the relentless work of the school staff there were no pupils identified as being frequently absent from school. This reflects parents' and pupils' clear understanding of the importance of attending school.

## **The quality of teaching** is good

- Teaching is good overall across the school and as a result pupils make good progress from their different starting points. Relationships between pupils and adults are a strength and enable pupils to learn in an environment which encourages a love of learning. As a result pupils are confident and enthusiastic learners, keen to do their best.
- Expectations of what pupils can achieve are high and the standard of presentation of their work is of a high quality. Pupils learn about a range of topics and there are good opportunities for pupils to practise their writing skills in other subjects.
- Writing is taught well. Pupils apply their skills of grammar, punctuation and spelling increasingly well to

their written work as a result of a clear focus on the teaching of these skills. In a Year 3 lesson pupils were imagining themselves as Mo Farah, winning their second Olympic gold. They showed good use of vocabulary and grammar to write effectively about their emotions and feelings.

- Teachers have good subject knowledge and explain things clearly. Good questioning allows pupils to explain their learning and to deepen their understanding of what they are being taught.
- Children enjoy reading and quickly learn how to blend and sound out letters in the early years. These skills are systematically built on with pupils in Years 1 and 2 developing their spelling techniques alongside reading skills. Pupils develop a love of reading and older pupils read with good expression and fluency. In a Year 3 session, the most able pupils were able to infer and deduce meaning from the text to answer more complex questions. Additional support was given to other pupils to help them break down words so their understanding of the text was developed well.
- Teachers plan activities which interest pupils and overall are well matched to pupils' different abilities. However, on occasion, pupils, particularly the most able, do not move on to more challenging work when they are ready to do so.
- Mathematics is taught well and pupils have a good grasp of how to work out different calculations. Pupils in a Year 4 class were using their mathematical knowledge and skills to successfully solve problems, independently moving on to more challenging ones when they were ready. However, in general there are not enough opportunities for pupils to apply their skills to solve problems in mathematics and other subjects.
- Marking has improved and guidance is given to help pupils with their work, which is part of the school's policy. Although there are examples where the guidance is clear and pupils respond regularly, the implementation of the school's policy is not consistent across all classes. In some cases, marking does not help pupils to improve their work. At other times, teachers do not check how well pupils have responded to the guidance they have been given. Consequently, opportunities to challenge pupils or check that they understand are sometimes missed.
- Teaching assistants are effective and used well to support different groups of pupils, including the most able. They provide both support and challenge to enable pupils to understand more clearly and to think for themselves.

### The achievement of pupils is good

- The achievement of pupils is good. From starting points that vary at the beginning of Key Stage 1 from having skills below to those which are typical for their age, pupils make good progress. They generally reach standards which are broadly average and sometimes above average in reading, writing and mathematics by the time they leave Year 2. This represents an improvement since the last inspection.
- By the end of Key Stage 2, standards are usually average in reading, writing and mathematics. Standards dipped to below this in reading and mathematics in 2014, particularly in the proportions reaching the higher levels. School records show that the majority of these pupils made good progress from their different starting points. A small number of pupils did not make the progress expected of them in reading and mathematics. This was attributable to the number of additional needs and challenges they faced; these adversely affected their performance.
- Pupils have an increased number of sessions through which basic skills are taught, including spelling, grammar and punctuation. Pupils are able to apply these in other subjects, particularly reading and writing. Additional small-group sessions and opportunities to develop pupils' reading skills have also been introduced. School records show that pupils' progress in reading is good across school.
- School records, pupils' books and observations show that the current progress of pupils in mathematics is good. Pupils' mathematical skills develop well and they have a good understanding of how to answer calculation questions. However, there are not sufficient opportunities for them to use these skills to solve problems in mathematics or other subjects.
- The results of the phonics check in Year 1 show that an above-average proportion of pupils achieved this. The teaching of phonics (letters and the sounds they make) is systematic and builds well on their understanding.
- In 2014, the attainment of disadvantaged pupils was behind other pupils in the school by a year in reading, four terms in writing and one and a half terms in mathematics. Compared to other pupils nationally disadvantaged pupils were approximately two and a half terms behind in reading, writing and mathematics. The progress of these pupils was similar to that of other pupils nationally.
- Inspection evidence and school data show that current disadvantaged pupils make good and sometimes better progress than this. As a result, of well-planned and targeted support, the gaps between

disadvantaged pupils and their classmates are closing.

- The school's most able pupils are making good progress. School leaders have provided these pupils with additional sessions in school and through the wider cluster of schools. These have improved their rates of progress. However, there are occasions when, in their lessons, the most able need to be moved on to more challenging work when they are ready.
- Disabled pupils and those who have special educational needs are supported well by skilful staff who know their needs well. These pupils make good and sometimes very good progress from their different starting points.
- Pupils who speak English as an additional language also make good progress from their different starting points.

### The early years provision

is good

- Children start the early years in the nursery with skills below those typical for their age, particularly in their early literacy and mathematical skills. Children make good progress across both Nursery and Reception classes in all the areas of learning. As a result, the proportion of children who are ready for Year 1 was similar to national proportions in 2014. School data show that children's rates of progress are continuing to improve and increasing numbers are reaching a good level of development.
- The recent introduction of separately registered pre-school provision is ensuring that children's transition from one setting to another within school is smooth and that learning can continue to move forward at a good pace.
- Phonics is taught well. In one session children built swiftly on their learning, understanding how to speak, read and write the new sound 'ear' with success. They were able to recognise this sound in other words, and by the end of the session were able to write a simple sentence with the minimum of support.
- The early years setting provides children with a happy, secure and nurturing environment in which they are kept safe. Children are taught about how to keep safe through the activities planned for them. One child explained to the inspector the importance of wearing a hard hat when 'building'.
- Children play and cooperate well with one another, showing an enthusiasm for learning. Their behaviour is good and they are able to make choices for themselves, showing good levels of independence.
- Teaching is consistently good across the early years. Teachers and teaching assistants plan activities which interest children and give them experiences of the different areas of learning both indoors and outside. During the inspection children were learning about 'growing'. Some children were creating grass heads, growing 'hair' for the troll, linked to the story of the Billy Goats Gruff.
- There is a good balance of activities which are adult focused and which children can choose for themselves. During the inspection, children were exploring how to transfer water from one container to another, or creating a tower as big as their friend. Appropriate and timely intervention by adults ensures that children develop their skills and understanding well. However, there are occasions when activities the children choose do not always provide sufficient challenge, including for the most able, for them to make more rapid progress.
- In an adult-led session, children were learning about the language of weight, comparing which objects were heavier or lighter than others. In another group, the teacher was challenging children to double numbers up to 10. As a result, children's mathematical skills were developing well.
- The early years is well led and managed. Leaders have a clear vision for the ongoing development of the early years provision. The actions they have implemented, such as the development of the outdoor area, have had a positive impact on children's development.
- Leaders check on the progress of children carefully and regularly. There are strong partnerships with parents as their children start school and throughout their time in the setting. They are encouraged to contribute to their child's learning through events such as a 'home start' initiative, providing parents with resources they can use at home, and through family learning sessions.



## 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>	106290
<b>Local authority</b>	Trafford
<b>Inspection number</b>	461898

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>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Bowker MBE
<b>Headteacher</b>	Louise Hossen
<b>Date of previous school inspection</b>	23 February 2011
<b>Telephone number</b>	0161 912 5609
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