

# Inspection of a good school: Broadbent Fold Primary School and Nursery

Tennyson Avenue, Dukinfield, Cheshire SK16 5DP

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Inspection dates:

7 and 8 March 2023

## Outcome

Broadbent Fold Primary School and Nursery continues to be a good school.

## What is it like to attend this school?

Pupils arrive at this school each day happy and ready to learn. Pupils feel safe in school because they know that staff care about them. They are confident that there is always someone to talk to if they have any worries or concerns. Any incidents of bullying are addressed swiftly by staff.

Leaders are committed to providing 'learning today for tomorrow's world'. They have high expectations for all pupils. In the main, most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils' behaviour reflects leaders' high standards. Most pupils behave well and work hard in lessons. They strive to be 'ready, respectful and safe'. Pupils care about each other and make friends easily. They are eager to earn star points, class compliments and the coveted headteacher reward each week.

Pupils understand the importance of treating people with respect and tolerating difference. They learn about fundamental British values, including the rule of law and democracy. Pupils have many opportunities to develop their sporting talents. They actively contribute to the life of the school by taking on responsibilities, such as sports ambassadors, worry wizards, librarians and being members of the school leadership group.

## What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum. This helps pupils, including those with SEND, to acquire and develop the knowledge that they need to succeed.

In 2022, the proportion of Year 6 pupils meeting the expected standard in mathematics was lower than the national average. However, leaders have ensured that this dip in performance has been addressed. They have taken effective steps to overcome the gaps

in pupils' learning caused by the COVID-19 pandemic. As a result, pupils are currently learning the curriculum well.

Across other subjects, leaders have considered the important knowledge that pupils need to learn. Leaders have set out the order in which pupils should be taught this knowledge from the early years to Year 6. This helps pupils to deepen their knowledge and understanding over time.

Staff receive the training that they need to enhance their subject knowledge. This ensures they are equipped to deliver the curriculum effectively.

In some subjects, teachers regularly revisit and recap previously taught knowledge. Teachers use assessment information to check what pupils know and can do. They use this information to plan what pupils need to learn next. This helps pupils to connect new learning to what they already know. As a result, pupils develop a secure knowledge of these subjects. However, in some other subjects, teachers do not revisit prior learning regularly enough. When this happens, pupils' learning is less secure.

Leaders have prioritised reading across the school. Teachers read a wide range of high-quality books to pupils. They encourage pupils to explore new authors and to read regularly. A love of reading is promoted through use of the school libraries and reading initiatives. Pupil reading ambassadors set regular challenges. For example, pupils recently took part in a 'top hat' challenge linked to their favourite story characters. Older pupils confidently discuss the books that they have read.

Children in the Nursery class join in with rhymes and songs to help develop their early language. This helps to prepare them well for learning the phonics curriculum as soon as they enter the Reception Year. Well-trained staff ensure that this curriculum is delivered effectively and, as a result, most younger pupils read with increasing fluency and accuracy. However, some pupils' reading fluency is hampered because the books that they are given to practise reading are too difficult.

Leaders ensure that the needs of pupils with SEND are identified quickly. Staff make adaptations to their teaching, so that pupils with SEND access the same curriculum as their friends.

The school is a calm and purposeful environment, where pupils can learn effectively. Most pupils concentrate well in lessons and respect their peers. They eagerly share their thoughts and ideas with their friends. They play well together at social times.

Leaders provide a range of opportunities for pupils to broaden their horizons and learn about the wider world. Pupils learn about different families and religions. They help leaders with decision-making. Through such opportunities, leaders support pupils to develop as kind, caring and thoughtful citizens.

Governors have an accurate overview of leaders' work. They are equipped to provide an appropriate level of challenge to leaders. Staff feel valued by leaders. They know that leaders consider their workload. They are proud to work at the school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedures to follow if they have any concerns about pupils' welfare. Training enables staff to recognise any subtle changes in a pupil's behaviour and/or character. Through engagement with other agencies, leaders ensure that vulnerable pupils and their families receive the help and support that they need.

Pupils learn how to keep themselves safe. They know what to do if they find themselves in any situation that makes them feel uncomfortable, including when they are online.

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

### (Information for the school and appropriate authority)

- Some pupils read books that do not match their phonics knowledge. This stops them from applying their knowledge of phonics successfully and means that they do not read with fluency. Leaders should ensure that pupils read books that enable them to practise the sounds and letters that they have been taught.
- In some subjects, teachers do not revisit pupils' prior learning with enough frequency to strengthen pupils' long-term memory of the curriculum. This means that pupils sometimes cannot remember what they have been previously taught and struggle to apply knowledge in a new context. Leaders should ensure that teachers regularly provide pupils with the opportunities to recall and recap their prior learning to support pupils to remember key knowledge and make connections in their learning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	106193
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10240681
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Moon
<b>Headteacher</b>	Catherine Parker
<b>Website</b>	<a href="http://www.broadbentfold.tameside.sch.uk">www.broadbentfold.tameside.sch.uk</a>
<b>Date of previous inspection</b>	27 June 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new headteacher has taken up post. There is a new chair of the governing body and several new governors.
- Leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector conducted deep dives in these subjects: early reading, geography and mathematics. For each deep dive, the inspector met with subject leaders and teachers. She visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The inspector heard pupils from key stage 1 and key stage 2 read to a familiar adult. She also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- The inspector spoke with members of the governing body, the headteacher and other school leaders. She also spoke with a representative of the local authority.

- The inspector talked with staff about their workload and well-being.
- The inspector met with leaders who are responsible for attendance, behaviour, the early years and SEND.
- The inspector spoke with pupils about safeguarding and their wider experience of school. She looked at a range of policies and documents related to pupils' and children's welfare and education. She observed pupils' and children's behaviour in lessons and around the school.
- The inspector reviewed leaders' policies and procedures to keep pupils safe. She discussed safeguarding arrangements with leaders and staff. She also checked the single central record.
- The inspector took account of the responses to Ofsted's online surveys for staff and pupils.
- The inspector met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Rebecca Jewitt, lead inspector

His Majesty's Inspector

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