



Inspection report

Broadfield Primary School

**Better
education
and care**

Unique Reference Number 105676
LEA Oldham

Inspection number 276188
Inspection dates 4 and 5 July 2005
Reporting inspector Mr J Gornall HMI

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act.

Type of School	Primary	School address	Goddard Street
School category	Community		Oldham
Age range of pupils	3 to 11 years		Lancashire
			OL8 1LH
Gender of pupils	Mixed	Telephone number	0161 665 3030
Number on roll	314	Fax number	0161 665 9445
Appropriate authority	The governing body	Chair of governors	Mrs P Campbell
Date of previous inspection	January 2004	Headteacher	Ms G R Tyrer

Age group	Published	Reference no.
3 to 11 years	12 September 2005	276188

Introduction

When Broadfield Primary School was inspected in January 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of schools (HMI) subsequently visited the school on two occasions to monitor its progress, and reinspected the school in July 2005.

Description of the school

Broadfield Primary School is situated close to the centre of Oldham and it serves an area of socio-economic disadvantage. The school is larger than average; there are 314 pupils on roll including those in the nursery. The pupils' attainment on entry to the school represents a broad span but, overall, is well below average. A significant number of the pupils have little English when they first join school. Sixty three per cent of the pupils are from ethnic minority backgrounds, three quarters of them have English as an additional language (EAL). A small number of the pupils are from families who are refugees or asylum seekers. Thirty eight per cent of the pupils are entitled to free school meals, which is around twice the national average. About a tenth of the pupils have been identified as having special educational needs; this is below average. One of the pupils has a Statement of Special Educational Need, which is also below average. The school's population is constantly changing with approximately a third of the pupils joining or leaving the school at various stages of their primary education.

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Overall effectiveness of the school

In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Broadfield Primary is a friendly and caring school that is providing a sound education for its pupils. Expectations of what the pupils can and should be achieving have improved since the time of the previous inspection. This is the result of the headteacher's incisive and purposeful leadership, the hard work of the teachers, a carefully focused programme of staff recruitment and good levels of support from the local education authority (LEA). As a consequence of teaching which is often good and occasionally very good, and learning which is at least satisfactory and often good, standards have risen. However, the legacy of underachievement from the past remains and the school still has some way to go to fully realise the pupils' potential. The school's ethos is a strength; the pupils' attitudes and behaviour are very good and they are keen to learn. There is good racial harmony within the school. The leadership of the headteacher is very good and governors have improved their effectiveness. The capacity of middle managers, including subject co-ordinators, to fulfil their responsibilities has developed considerably and they are making appropriate contributions; however, some are new to post and their roles are not fully developed. Attendance has risen and is now satisfactory. There are sound procedures for assessing the pupils' progress across the school, but some of this work is new and, therefore, the impact at classroom level is inconsistent and underdeveloped. The curriculum meets national requirements and the pupils benefit from a good range of additional experiences.

Improvement since the last inspection

The inspection of January 2004 required the school to address areas for improvement concerned with: raising standards of attainment; increasing the effectiveness of leadership and management; improving the quality of teaching; improving the rate of pupils' attendance and ensuring the school meets statutory requirements. There has been good progress in relation to leadership and management, the quality of teaching, improving attendance and ensuring statutory responsibilities are met. Reasonable progress has been made in raising standards.

Capacity to improve

The school's capacity to improve is good. The headteacher is clear about the school's priorities and she has established a strategic approach to raising standards. The recently appointed deputy headteacher is a very good role model for teaching staff. Staffing has stabilised and a sense of purposeful teamwork is developing. There is a thorough programme for monitoring the school's performance both from

within the school and by the LEA and indicators show an increasingly positive trend. This data is frequently and carefully analysed, informing decisions about the allocation of extra support and resources, and setting the priorities within the school's strategic plans. New governors have joined the governing body and there has been appropriate training provided; the governors are well placed to hold the school to account.

What the school should do to improve further

The key priorities for the school's development plan are to:

- continue to raise standards;
- further develop the role of middle managers to enable the school to better evaluate the curriculum and its overall effectiveness;
- further develop the use of assessment.

Achievement and standards

The attainment of the pupils when they first start at the school is well below average, particularly in the acquisition of language skills. A number of the pupils join the school with very little English. The pupils make at least satisfactory progress in all areas of learning in the Foundation Stage, and approximately a third reach the standards expected for five-year-olds. The pupils in the nursery and reception classes make particularly good progress in their personal, social and emotional development and in language skills. In the nursery class, they talked about their trip to a local park, describing what they had seen, engaged in appropriate conversations in role play and conversed confidently during outdoor play. The pupils' pictures, based on the work of famous artists such as Monet, were of excellent quality. In the reception class, the pupils recognised letters and blended them to make sounds. The most able read short words confidently. A few constructed simple sentences, for example, when writing postcards. They used the class computers with confidence.

Standards are rising across the school. At Key Stage 1, the school's results for 2005 show an improvement on the previous year's figures in all subjects. In 2005 the proportion of pupils achieving the nationally expected Level 2 was similar to the national figure in mathematics and below it in reading and writing. The proportion of pupils gaining the higher Level 3 in 2005 showed an increase on the previous year in all subjects. The school's performance compares favourably with that of similar schools, based on the most recent national figures. At Key Stage 2, the results in the 2005 national tests show an increase in the proportion of the pupils achieving the nationally expected Level 4 in English, mathematics and science. When set against the national figures for 2004, the results are well below average

but broadly in line with those of similar schools. In lessons, standards varied but broadly were in line with expectations for the pupils' ages. Much of the work displayed around the school was of a good standard, particularly in art.

As a consequence of improved teaching and learning the pupils' progress in the Foundation Stage is good. At Key Stages 1 and 2 progress is at least satisfactory and often good. The progress indicated by the pupils' books is strong in literacy, numeracy and science but only satisfactory in some of the other subjects such as geography and history. The high levels of underachievement that were reported at the time of the previous inspection have largely been eradicated. The work in the pupils' books and the school's own tracking of progress indicate that the rate of learning across the school is accelerating. When teaching was good or very good the pupils made correspondingly stronger progress because the vast majority of the pupils responded very well and were keen to learn. Nevertheless, for the oldest pupils progress was impaired at times by shortfalls in their prior learning, due to weaknesses in past provision.

The progress of the pupils who have special educational needs is satisfactory. The school's provision for special educational needs has been revised and improved and it conforms to the national code of practice. Learning support assistants were well directed by teaching staff and made a valuable contribution in lessons. Individual education plans for those pupils who have special educational needs are of sound quality. The support for those pupils who have EAL is good. Bilingual support assistants made a very effective contribution to the pupils' learning both in the group sessions they led and in support for individual pupils. There was effective sharing of information between support staff and teachers.

Personal development

The personal development of the pupils is good; it is given a high priority and all aspects are developed well. The attitudes and behaviour of the pupils were at least good in all lessons; they were very good in over a third. At break and lunchtimes the pupils played well together sharing equipment and taking turns during games. There is good racial harmony among the pupils; the potential difficulties of several different first languages being spoken are overcome by the staff, who promote good levels of tolerance and mutual respect. Many of the pupils work independently or in pairs or small groups without loss of concentration.

The arrangements to secure the punctuality and regular attendance of the pupils are good. Attendance is celebrated in classes and in assemblies and patterns of attendance are systematically monitored and appropriate action is taken where necessary. The current attendance level of 94 per cent is particularly noteworthy in the context of the prolonged absence of some pupils caused by religious or cultural visits to the country of family origin. The systems for monitoring attendance are

well managed by the learning mentor, who plays a key role in the effective pastoral support for the pupils.

The provision for the pupils' spiritual, moral, social and cultural development is good. Assemblies, both whole school and for year groups, are used effectively to promote a strong sense of self worth and to enhance spirituality through well-timed moments of reflection and prayer. The carefully selected choice of literature to support the teaching of English at Key Stage 2 is a good example of how the school tries to promote spiritual, social, moral and cultural awareness. There is a strong moral code implicit within the school's ethos and this is reflected in the pupils' positive behaviour. A range of out-of-school activities and planned times to discuss matters of mutual interest in personal, social, health and citizenship lessons helps promote good social development. Cultural development is effectively promoted through the arts, history and religious education. The school harnesses effectively its multi-faith and diverse cultural context through meaningful and; for example, thought-provoking displays. Practical steps are taken to promote a healthy lifestyle with fruit being encouraged as a snack at break-times. The pupils have an appropriate understanding of the consequences of lack of exercise and unhealthy diet.

Quality of provision

The quality of teaching has improved; it was often good and occasionally very good. During the inspection in 2004, eight per cent of the teaching was unsatisfactory and 65 per cent was just satisfactory. In this inspection, all the lessons were satisfactory or better, and two thirds were good or very good. Changes to staffing have supported the better teaching profile. The school's sustained efforts to improve the quality of teaching have achieved a better consistency across year groups and this has begun to eliminate the uneven progress characteristic of the past. Lessons were well planned, prepared and organised, and the intended learning outcomes were shared with the pupils from the start. The teachers' questioning was effective and there was a good focus on developing speaking and listening skills. There was a sensible balance between teacher exposition and the time provided for the pupils to engage in tasks and activities. Methods were varied, and often involved practical activities, which helped the pupils to apply what they had learned and deepen their understanding; for example, through games and competitive work during mathematics lessons.

In the best lessons, the teachers were enthusiastic, had a good knowledge of their subject, their classroom management was strong and the pupils were encouraged to take an active part in learning. The teachers had high expectations; they exemplified and modelled the standards they wanted, and were vigilant about the pupils' work rate. By using well-focused questioning and requiring the pupils to demonstrate what they had learned, the teachers ensured that everyone was fully

involved. In group activities, work was particularly well matched to the pupils' prior attainment.

Where teaching was just satisfactory, a few weaker elements remained amidst some good features. These weaknesses mainly related to the inappropriateness and low level of challenge for particular groups of pupils within the class. This mismatch between the pupils' prior attainment and what they were expected to do was also evident in some of the pupils' books.

The curriculum is satisfactory; it is broad and balanced and based on national requirements. Changes to timetabling arrangements have improved how the curriculum is organised. The school has appropriately focused on developing literacy and numeracy and ensuring a quality and consistency of provision. The school has recognised that coverage of some of the foundation subjects needs to be strengthened, including developing key literacy skills across the curriculum. There are effective and well-designed strategies for intervention and support strategies, enabling those pupils with learning difficulties and those with EAL to make satisfactory or better progress. The provision of appropriate homework is a regular feature throughout the school. The school pays due regard to the pupils' safety, health and well-being. There are appropriate procedures for child protection. Good use is made of the space for pupils to enjoy games and physical exercise and there is a broad range of extracurricular activities.

Assessment procedures have improved but remain an underdeveloped area of the school's work. There is a comprehensive assessment scheme that provides useful information about the progress of individual learners. This information is used well to identify groups of pupils who require additional support. Information from National Curriculum assessments, tests and teacher assessments has been collated and forms the basis of targets for improvement. The pupils' progress, measured against these expectations, is starting to be monitored but the full potential of the system has yet to be realised. The transfer of appropriate assessment information between all classes has improved. However, the setting, sharing and evaluation of targets for improving the pupils' learning is not embedded in all classes. The introduction of a marking scheme is beginning to have an impact on pupils' learning because they are more informed about how to improve their work. However, the use of the policy is inconsistent: it is well used in some classes where pupils are given clear guidance on what to do to improve their work and appropriate targets are set; it is much weaker elsewhere.

Links with parents and the community are satisfactory with some good features. The school's family literacy programme is effective and there are good links with support agencies. Regular newsletters keep the parents well informed and opportunities are made available for them to come in to school to discuss any difficulties.

Leadership and management

Leadership and management have improved significantly from the time of the previous inspection. The leadership of the headteacher is very good. She has worked with enthusiasm and commitment to develop effective systems aimed at raising standards. The headteacher has arranged appropriate training and support to ensure these new systems are understood and followed. As a consequence, a new and reinvigorated staff has worked hard to introduce the required changes. The deputy headteacher teaches full-time but has also been able to strengthen leadership and management. The former assistant headteacher, who now works as a lead learner, has made an effective contribution to the leadership and management of the school. The role of unit leaders and subject co-ordinators has developed substantially; they are contributing appropriately to reviews of progress in their subjects and to plans for future improvements. Their roles, and that of the deputy, are not yet fully established. The school's strategic planning is well founded on the priorities arising from its rigorous monitoring and evaluation procedures. The planning process is highly responsive to the school's changing needs. Work has begun on constructing a new development plan to build upon the current action plan.

Governors are clear about their role and responsibilities. Attendance at the regular governors' meetings has been good and the minutes are increasingly detailed and indicate an increase in the level of awareness about the school's agenda for improvement. The chair of governors is very supportive of the headteacher and staff and maintains a close link with the school. She is knowledgeable about what needs to be done to further strengthen the school's effectiveness, and is also keen to ensure the governors' committee structure develops its own identity and accountability.

The LEA's overall support for the school has been good. It has been highly responsive to the school's needs in providing a range of effective and well-timed support. This has included ensuring continuity in the school's leadership, monitoring the quality of teaching and learning, evaluating the school's progress against its action plan, and assisting subject co-ordinators and other managers to develop the skills required to fulfil their roles. Specialist support from consultants, including developing aspects of literacy, numeracy and the provision for early years, has been well received by staff. Monitoring reports following visits by the LEA have been detailed and informative.

Appendix – Information about the inspection

Broadfield Primary School was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in January 2004. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in October 2004 and in January 2005 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of January 2004.

In July 2005, an HMI and an Additional Inspector returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Eighteen lessons or part lessons and two year-group assemblies were inspected. The pupils' conduct was observed around the school and on the playground at break and lunchtimes, and samples of their work were inspected. Discussions were held with the headteacher, the deputy headteacher, key senior staff and the chair of governors, and informally with other staff. A wide range of the school's documentation was scrutinised. Account was taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and the areas for improvement in the inspection report of January 2004 and the action plan prepared by the governing body to address those issues.

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