



Broomfield School

Inspection Report

Unique Reference Number 121359
LEA North Yorkshire
Inspection number 280995
Inspection dates 15 February 2006 to 16 February 2006
Reporting inspector Mrs Margaret Lewis CfBT Lead Inspector

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

Type of school	Primary	School address	Broomfield Avenue
School category	Community		Northallerton
Age range of pupils	4 to 11		North Yorkshire DL7 8RG
Gender of pupils	Mixed	Telephone number	01609 774050
Number on roll	213	Fax number	01609 767730
Appropriate authority	The governing body	Chair of governors	Mr R Slater
Date of previous inspection	14 February 2000	Headteacher	Miss H Thom

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Broomfield is an average sized primary school. A below average proportion of pupils are eligible for free school meals reflecting the favourable socio-economic circumstances of the area. It is a popular school with a stable population. A below average proportion of pupils is registered with learning difficulties and/or disabilities. The majority of pupils are white British with a few from a minority ethnic background. A very small number of pupils are in the early stages of learning English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Broomfield School provides a good education for its pupils, a view shared by the school, parents, pupils and inspectors. Pupils enjoy school; their behaviour in and out of lessons is good; they show an enthusiasm in their attitudes to their work and the school's attendance rate is very good. The school looks after all its pupils well and helps them to become thoughtful and helpful all rounders. Pupils in the Reception classes are well provided for and they make a good start to their education. The school maintains excellent links with other schools and outside agencies to promote pupils' well-being. The quality of teaching and learning is good as is reflected in the well above average test results achieved by pupils in Years 2 and 6. Following some disruptions in staffing in recent years, a stable staff has now been re-established. The school has nevertheless maintained high standards and standards have risen in science since the last inspection. The school is well led and managed. The headteacher and staff work very closely together for the benefit of the pupils and their parents. They have a clear and accurate view of the school's strengths and how it can improve. It has been highly successful in dealing with the improvements identified at the previous inspection and has the capacity to improve further. Governors are effective in fulfilling their duties, supporting the school and working very closely with it. Careful financial management ensures that the school gives good value for money.

What the school should do to improve further

- Raise standards in the Foundation Stage by giving more opportunities for pupils' physical development with the provision of more outdoor equipment for climbing, balancing and moving about.
- Allow pupils greater opportunities to have a forum in which to express and discuss their own views.

Achievement and standards

Grade: 2

Pupils' achievement is good and they attain above average standards. When they start school, the majority of pupils have skills that are around those expected for their age, particularly in their personal and physical development. There are however, a small number in each year who have less well developed social skills and some whose spoken language is immature. By the end of the Reception year they have made good progress and almost all reach the nationally expected standard in all areas of learning. Pupils make very good progress in their personal, social and emotional development because all staff promote this aspect very successfully. Pupils build very effectively on this good start. Progress accelerates rapidly through Years 1 and 2. By the end of Year 2, standards in reading and mathematics are significantly above average, with around half the pupils reaching levels that are higher than expected for their age. This has been the picture in test results for the last five years. Standards in writing have risen over the last two years, with more pupils reaching the average level in the tests. Pupils

also reach high standards in science and information and communication technology (ICT). The majority of pupils continue to maintain a good pace of progress in Key Stage 2 although a very small number of pupils did not achieve at the higher levels in the writing tests. In 2005, results in the national tests for the pupils in Year 6 were significantly above average in mathematics, well above average in science and above average in English. Pupils in Year 6 meet the challenging targets set by the school in mathematics and science but narrowly missed them in 2005 in English. The school has focused on improving standards in writing for the past two years and this is beginning to bear fruit in the current group of Year 6 pupils.

Pupils with learning difficulties and/or disabilities make good progress because of the high quality teaching and support they receive. Similarly, the progress of those at an early stage of learning English is equally as good as that of others.

Personal development and well-being

Grade: 2

The personal development of pupils is good. This is better than the school judges it to be because pupils are encouraged to feel part of a 'family' and are valued highly as individuals. They take much pride in their school and school attendance is above average. They enjoy their learning and interest levels are high. Behaviour in lessons is consistently good. Invariably, there is a strong element of close co-operation and respect. This promotes high quality group activities. Pupils have a good awareness and respect for healthy lifestyles. At break times, pupils get on well with each other and generally play together harmoniously. The school promotes pupils' spiritual, moral, social and cultural development well. Achievements are recognised and celebrated. This encourages pupils to accept ever harder challenges. The biannual outdoor residential week, open to Years 5 and 6, is particularly effective in promoting the older pupils' independence, confidence and skills for working in teams. Fund raising activities for emergency appeals are initiated, organised and run by the pupils themselves helping them see beyond their school into the community and the wider world. For example, pupils in Years 3 and 4 have conducted a survey in the town to assess the potential for a new Garden Centre in the locality. Such studies help towards good training for future life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The school judges this aspect of its work to be satisfactory but it is overly modest. Teachers have a good level of subject knowledge and expertise that promotes learning well. They plan lessons carefully and are particularly skilful in linking subjects together around a theme that makes learning interesting for the pupils. They ensure that work is well matched and relevant to pupils' needs. Assessment information is used to good effect. Marking informs pupils of what

they have done well and usually how they can improve their work. This impacts well on pupils' progress and ensures that all pupils work to their full capabilities. Teachers provide good support for pupils who find learning difficult and ensure that high flyers are challenged to extend their learning. Teachers push forward all pupils' learning with probing questions which make them think and understand the purpose of their tasks. Interactive whiteboards are used effectively to promote learning and engage pupils' interest. However, opportunities are missed in some lessons to extend the independent learning activities that are developed early on in the school. High expectations of behaviour, the rate at which pupils work and the presentation of work, along with plenty of praise and the house rewards system, encourage the pupils to try their best at all times. Relationships between staff and pupils are good and this underpins pupils' learning and achievement very well.

Curriculum and other activities

Grade: 2

The curriculum is good and has improved since the last inspection. Developments in ICT and science now enrich learning considerably. Pupils study themes through a range of subjects that are skilfully linked making them relevant to their interests. They benefit from a range of visits carefully linked to themes being studied. The Foundation Stage curriculum is not quite as strong because, whilst all areas of learning are met, the opportunities for the outdoor curriculum are restricted by a lack of equipment to extend pupils' skills in physical development outdoors. The school recognises the issue and has plans to improve this as soon as possible. The importance of keeping, safe, healthy and making sensible decisions are at the forefront of the curriculum. Pupils are encouraged to develop healthy lifestyles and enjoy choosing healthy food options at lunchtime. A good range of well attended clubs that extend opportunities for sporting, music and artistic activities enriches the curriculum.

Care, guidance and support

Grade: 2

The quality of guidance and support is good. Pupils trust their teachers and the other adults who care for them. Although the school has a good programme for personal, social and health education and citizenship (PSHCE), a very small number of older pupils feel that occasional anti-social behaviour is not always identified and eliminated quickly enough. Inspectors agree that this is sometimes the case. Teachers know their pupils well. They assess their work and provide regular encouragement through their marking. Pupils' progress is very well tracked from year-to-year, although there are some inconsistencies between classes for making pupils sufficiently aware of how they can improve by being given individual targets. Pupils' enthusiasm and confidence are raised by their many successes. Good procedures for child protection are in place. The drug awareness and sex and relationship tuition is satisfactory.

Support for pupils with learning difficulties and/or disabilities is good. Learning support assistants support these pupils and track their progress very well. Links with parents,

outside agencies, and the local secondary school are excellent and this enhances the provision received by the pupils.

Leadership and management

Grade: 2

The school rightly judges leadership and management to be good. The headteacher has built a strong team and created very favourable conditions for learning. Equality of opportunity is at the heart of the school's work and it strives successfully to sustain high standards. The headteacher and senior staff have a clear vision for the school and have been very active recently in securing improvements such as a new classroom and a secure outdoor area for the youngest pupils. The headteacher is very successful in involving all staff in the work of the school. The continual focus on staff developing their professional skills for teaching and learning and the roles of subject leaders is a strong feature and makes success in achieving improvements all the more likely. The quality and effectiveness of self-evaluation is well established and pupils and parents are involved in the process. The planned school council is intended to give pupils even more say in the school. There is very careful monitoring and tracking of each child's progress. Staff promote pupils' personal development effectively. Governors ensure that all statutory requirements are met and plan well for the future. They have a good understanding of the school's strengths and areas for development. Financial management is good. They provide good support and work effectively for the benefit of pupils, staff and parents. These factors illustrate the strong commitment to improvement and reflect the school's good capacity to move forward.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making Mr Nettleship and I feel so at home in your school. We greatly enjoyed meeting you and hearing your views.

What we most like about your school:

- you are members of one big 'family' that welcomes newcomers, supports those who need help and takes a pride together in celebrating all your achievements
- the very well planned curriculum that makes your learning interesting and exciting
- your hard work and very good behaviour help you to make good progress in lessons
- you are developing good habits in how to keep healthy and stay safe
- those of you who need a little extra help receive it in the right sort of way
- you are very well prepared for your move to the next school
- your head teacher and all her staff work very hard to give you a good education because they care very much about you
- they check your progress well and know what has to be improved, such as, raising standards in writing to the very high levels that you achieve in reading.

The vast majority of your parents are right in thinking that you go to a good school, we agree.

What we have asked your school to do now to make it even better is:

- give the very youngest pupils more chances to develop their physical skills during their outdoor play activities, with apparatus for climbing and balancing and wheeled toys
- give you more opportunities to express your views and to make decisions about school.

Keep up your very good attitudes to learning and your caring for one another. We would like to send you very best wishes for the future.