



Broomhill First School

Inspection Report

Unique Reference Number 122196
LEA Northumberland
Inspection number 281186
Inspection dates 21 March 2006 to 22 March 2006
Reporting inspector Mrs Margaret Shepherd

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

Type of school	First	School address	Station Road
School category	Community		North Broomhill
Age range of pupils	3 to 9		Morpeth, Northumberland
Gender of pupils	Mixed	Telephone number	01670 760339
Number on roll	90	Fax number	01670 760339
Appropriate authority	The governing body	Chair of governors	Mrs Ethel Fairish
Date of previous inspection	1 June 2000	Headteacher	Mrs Hazel Jenkins

Age group 3 to 9	Inspection dates 21 March 2006 - 22 March 2006	Inspection number 281186
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Broomhill First School is smaller than average. There is a part-time nursery class, a full time reception class and two mixed aged classes. Reception children use the nursery accommodation in the afternoons. The headteacher works for half of her time in the Year 3/4 class. Children enter the nursery with standards that are slightly below average. Social and economic circumstances are lower than average. The proportion of children with learning difficulties and/or disabilities is below average. There are no children from minority ethnic groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The school judged several aspects of their provision as good. Children make good progress in the nursery due to the good quality teaching and a stimulating curriculum. Children make satisfactory progress through the rest of the school. Standards are broadly average and pupils achieve satisfactorily overall. Achievement is best in reading. This is due to a well-balanced curriculum and a close partnership with parents in supporting reading at home. Standards are lower in writing than in reading. The school has introduced some good strategies for raising these standards, but children do not have a clear enough idea of what they need to do to improve. Boys do not achieve as well as girls. The school has extended the curriculum to increase boys' interests and this is working well. However, teachers do not provide enough variety in tasks for the boys, the whole class sessions are sometimes too long and there are not enough opportunities for the boys to practise their speaking skills in lessons. Personal development and well-being are satisfactory overall. Children have a good understanding of safe and healthy living and they appreciate the contributions they are able to make to the community. The curriculum is satisfactory with good opportunities for enrichment. Standards and provision in the Foundation Stage are satisfactory overall and good in the nursery. The reception children do not have enough opportunities to engage in independent learning across the full curriculum in the morning sessions. Care, support and guidance are satisfactory overall with good levels of care and support. Leadership and management are satisfactory. The school has made satisfactory improvement since the previous inspection and has a satisfactory capacity to improve in the future. Value for money is satisfactory.

not applicable

What the school should do to improve further

- Extend the strategies for raising boys' achievement by:
 - providing a wider variety of tasks, particularly practical activities, that match the boys' learning needs
 - making sure that the whole class sessions are not too long to sustain the boys' concentration
 - providing more opportunities for boys to talk in order to develop their language skills.
- Raise standards in writing further by:
 - giving children more effective individual guidance about what they need to do to improve
 - extending the emphasis on handwriting.
- Increase the variety and quality of independent activities for reception children in the morning sessions across the six areas of learning.

Achievement and standards

Grade: 3

Achievement is satisfactory overall and standards are broadly in line with the national average. Children enter the nursery with standards slightly below expectations. They make good progress in the nursery due to the carefully constructed curriculum and the good quality teaching team. Children then make satisfactory progress through the school. The school sets itself realistic targets and generally achieves them. Standards in Year 2 are higher in reading than in writing, with more children reaching the higher levels than average. This is sustained to Year 4. The school has identified the weakness in writing standards and has put some good quality strategies in place to raise standards. For example, in the Year 1/2 and Year 3/4 classes, several individual children have made good progress in writing this year. Boys' achievement is lower than girls.

Achievement of children with learning difficulties and/or disabilities is satisfactory. Children achieve well in literacy when they are given daily special small group support by the good quality teaching assistant. The achievement of children with a statement of special educational need is good. The organisation of these children working with children of a younger age group works well and they receive good quality support from staff.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory with some good features. Attendance is satisfactory. Children's spiritual, moral, social and cultural development is good. They show a reverence during prayers in assemblies and have a good understanding of moral issues. Children have satisfactory attitudes towards their work. They are enthusiastic about their extra-curricular clubs and their opportunities for sport. Behaviour is satisfactory. Older children enjoy carrying out the role of buddies in the playground and take these responsibilities seriously. Children have a good understanding of safe and healthy living because of the school's emphasis on these issues. Children have satisfactory skills for economic well-being and good skills in contributing to the community. They have a good understanding of local industry through the high quality links with a local business. Children enjoy the range of visits and visitors, such as the pensioners who join them every week for lunch.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. The teaching of reading is good. Teachers ensure that it is based carefully on the systematic learning of letter sounds, combined with developing enjoyment through reading different stories and using non-fiction books. They provide good quality reading journals for children to record their responses

to different books. Teachers are successfully using new techniques to improve children's writing development. They identify clear targets for learning at the beginning of lessons. However, they do not reinforce these well enough with individual children as the lesson progresses. The new school marking strategy is working effectively for showing children what they are doing well, but is not as good at showing what needs to be done to improve. These weaknesses slow children's progress in learning to write. Teachers work well with their assistants both during group work and in whole class sessions. They use the interactive whiteboards confidently and children enjoy the challenges set from the different programs. The organisation of laptops and computers supports children's learning well. However, there are some weaknesses in the teaching of the boys. These include whole class lessons that are too long to sustain their concentration; not enough variety in the tasks or practical activities to match boys' learning needs; and insufficient opportunities to extend their language skills through talking. Teaching in the nursery is good. The teaching team work very efficiently together and provide an excellent balance between independent learning and adult-directed learning.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory. There is a satisfactory balance across the different subjects. The school is working hard to ensure that the curriculum matches the needs of the boys. This includes an increased emphasis on sport, which is bringing in a good range of visiting male role models and the introduction of books to match boys' interests. The school organises the use of the library well to develop reading skills. However, there is not enough time spent on the development of handwriting skills, which has a negative impact on writing development. The curriculum for the nursery children is good quality. Reception children benefit from this in the afternoons but in the mornings the reception area does not provide enough independent activities across the six areas of learning. There is a good coverage of health and safety issues, particularly through the whole school initiative that brings in a very good range of visitors. This ensures that safety issues specific to the school's location are addressed effectively, such as considering the dangers of the nearby railway line. Community links support the curriculum well, particularly those with a local business.

Care, guidance and support

Grade: 3

Care, support and guidance are satisfactory with good features. Teachers are extending the target setting systems to guide children in understanding what they have to do to improve their work. There is a good quality system for communicating this to parents. However, teachers do not provide enough guidance to children about their targets on a daily basis. Teachers work well with parents to support reading development. Arrangements for safeguarding children are satisfactory. Staff use the small size of the school to provide a good quality network of adults to support and care for individual children and to address their worries or concerns. The strategy of teachers taking a

different age group through the school each half term for extra-curricular clubs works well. It provides equal opportunities for children as well as helping staff to get to know children from other classes.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher identifies key weaknesses in the school effectively, and then works closely with staff to introduce strategies to raise standards. Her role as a part time teacher, as well as a headteacher, ensures that she keeps well in touch with the realities of the classroom. However, this reduces the amount of time that she has for her management responsibilities. Co-ordinators are enthusiastic and communicate with each other well. They carry a heavy load of responsibilities due to the small size of the staff. The school has benefited from the national leadership programme which has provided good quality external support for developments. The school creates good partnerships to extend their provision. Governance is satisfactory. The governing body is committed to developing the work of the school. Self-evaluation is satisfactory but the school was too generous in some of its judgements about its provision. Parents have a high opinion of the school. The school has made satisfactory improvements since the previous inspection. It has a satisfactory capacity to improve and provides satisfactory value for money.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

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To the children of:

Broomhill First School

Station Road

North Broomhill

Morpeth

Northumberland

NE65 9UT

23 March 2006

Dear Children,

Thank you very much for welcoming me into your school. I really enjoyed talking to you and looking at your work.

The best things about your school are:

how well you learn to read

the way that you understand how to keep safe and healthy

your understanding of the community, particularly the local businesses

the way your teachers help you to learn by using computer equipment

the teaching and the activities in the nursery

all the different clubs that you have in school and the interesting visitors that come to help you learn

the way that the school looks after you

the way that your teachers work with the teaching assistants.

One of the things that I have asked your school to do is to help the boys to reach higher standards by giving you different types of tasks in lessons, to make sure that your whole class sessions are not too long and to make sure you do more talking in lessons. I have also asked the school to help you get better at writing by doing more handwriting and by letting you know what you need to do next to improve your work. The other thing I have asked the school to do is to make sure that children in reception have more time to work independently across different subjects in the morning.

Best wishes,

Maggi Shepherd

Lead inspector