



# Broadfield Community Primary School

Inspection Report

**Unique Reference Number** 134220  
**LEA** Rochdale  
**Inspection number** 282495  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Mrs June Sharpe CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Sparrow Hill
<b>School category</b>	Community		0
<b>Age range of pupils</b>	4 to 11		0, Rochdale OL16 1QT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 647580
<b>Number on roll</b>	393	<b>Fax number</b>	01706 526115
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Nasreen Akhtar
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Catherine Knight

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 282495
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This large primary school is close to the town centre of Rochdale. It opened in September 2004 with a new headteacher, following the amalgamation of two primary schools that were based initially on three sites. The school moved into the new premises in April 2005, and construction work outside has still to be completed. Most of the children are of Pakistani heritage, and a few are from a very wide variety of ethnic and social backgrounds, including refugees and asylum seekers. The first languages spoken by most children are Panjabi, Urdu or Bengali, and many children are still learning to speak English. The number of children claiming free school meals is above average, and the proportion with learning difficulties and/or disabilities is broadly average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree that this is a satisfactory school with good features. It gives satisfactory value for money. The school has improved at a good rate in the short time since it opened. This is mainly because of the outstanding leadership of the headteacher, who has steered everyone successfully through the many challenges of a very difficult amalgamation of two schools. Good leadership, management and governance ensure that satisfactory, and improving, teaching and learning enable all groups of children to make satisfactory progress. Standards of achievement are satisfactory. Standards and the quality of education in the Foundation Stage (nursery and Reception classes) are good. Children of all ages enjoy coming to school, and their good behaviour and attitudes make it a happy, harmonious and purposeful place to learn. Attendance is improving because of strong efforts to reduce the length and frequency of visits abroad. This is a caring school, where all children are safe, secure and valued equally. They do not know enough, however, about how well they are doing and what they need to do to reach higher levels of work. The school, rightly, wants to improve how well teachers assess the children and match their work to their differing needs. It is also correct to want to find out more about how well it is doing by consulting everyone involved. Plans to focus in the future on fewer priorities for improvement link very well with taking stock of the many improvements so far.

### What the school should do to improve further

- Raise standards by ensuring that children's work always takes account of accurate National Curriculum assessments, and that they know how they need to improve.
- Find out more about how well the school is doing and agree a manageable number of priorities for improvement.

## Achievement and standards

### Grade: 3

The school's view of inadequate achievement and standards is based on the very limited available information about performance in national tests for one year only. Although the 2005 results of Year 6 tests in English, mathematics and science were inadequate, the school is working hard to ensure improvement in the 2006 tests. The school's current assessments, along with evidence of children's progress in lessons, show that achievement is now satisfactory and standards are broadly average.

When children start nursery, their attainment is below expectations. In the Foundation Stage they make good progress overall, especially in the Reception classes. The 2005 below average Year 2 assessments in reading, writing and mathematics, like the Year 6 test results, relate to children who suffered serious disruption to their education as a result of the amalgamation. Results do not reflect the satisfactory progress, at least, that all groups of children are now making in lessons because of a more settled education and improving teaching. The school has set appropriately challenging targets for the 2006 Year 6 tests and most children are on track to meet them. The school is

right to give attention to improving children's speaking and listening skills. Although achievement is satisfactory, it is often good for children very new to speaking English when they work with bi-lingual teaching assistants. Children with learning difficulties and/or disabilities progress at the same pace as other children in their classes.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree that children's personal development and well-being are good. Staff and children have worked hard to encourage positive relationships in their new school. The Peer Mediators and Playground Pals scheme makes an outstanding contribution to creating harmony throughout the school. Parents and carers show overwhelming support for the school's work and aims. Children are proud of their school, behave well and are eager to learn. The newly formed School Council is enthusiastic and ambitious. The school's good efforts to make outdoor playtimes safe and enjoyable are hampered because of lack of progress by building contractors in completing the playground and school field. Attendance, although improving steadily is broadly satisfactory. Improvement is the result of good links between home and school, especially in reducing the length and frequency of extended visits abroad. Philosophy lessons, assemblies, circle times and learning about different cultures and religions raise children's understanding of spiritual, moral and social matters. Very good experiences of sport, theatre, dance, art, music and educational visits extend their social and cultural development. Children learn about healthy lifestyles, and the school is actively seeking the prestigious Healthy Schools Award. As a result of the good provision for spiritual, moral, social and cultural development, children are learning how to play an important part in their school community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school's view that the quality of teaching and learning is satisfactory is correct. The effects of significant upheaval and staffing changes following the closure of two schools and the opening of this school are gradually being overcome. There is now enough good teaching to ensure that children make satisfactory progress. Hardworking teachers and support staff work together successfully to meet the diverse learning needs of the children. Adults have high expectations of children's behaviour, and good relationships ensure that lesson time is not wasted on dealing with behavioural problems. The planning of lessons has improved and it ensures that work is purposeful. The quality of teaching and learning in the Foundation Stage, although satisfactory overall, is consistently good in the Reception classes, because of teachers' strong expertise in how to teach young children. In other classes, teachers are working on improving their assessment of children's attainment in the National Curriculum in order to match work more precisely to children's specific needs. Although there are a few examples of good assessment, such as in marking children's work, inconsistencies

between classes restrict children's overall achievement. Linked with this, children rarely know enough about how well they are doing and how they need to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced, meets statutory requirements and enables all children, including those with learning difficulties and/or disabilities and those speaking English as an additional language, to make satisfactory progress. The school is committed to making enough provision for children to learn the basic skills of literacy and numeracy. This ensures satisfactory provision for their future economic well-being. Children have stimulating and varied opportunities for learning. Raising funds for the school and for local and national charities, for example, provide opportunities for children to enjoy contributing as individuals or in teams. The school is developing meaningful links between subjects, including links with information and communication technology. Staff have put good plans into place for making further improvements to the curriculum in the near future. The aim to improve provision for speaking and listening is appropriate, although the impact of initiatives is variable and inconsistent. The introduction of timetabled philosophy lessons, however, is beginning to improve children's ability to listen carefully and to express their ideas and feelings more confidently.

## **Care, guidance and support**

### **Grade: 2**

This is an inclusive school that values all children equally. Parents and carers are pleased with the way that the school looks after their children. Two parents said that the school has come through a very turbulent time, and children are now settled and doing very well. Children feel safe and secure in the orderly school atmosphere. A good programme for personal, social and health education ensures that children have a good understanding of how to keep themselves healthy. There are thorough arrangements for child protection and health and safety, including regular risk assessments. Learning mentors and teaching assistants work closely with teachers to support children with learning difficulties and/or disabilities and children who are learning to speak English as an additional language. Good procedures for tracking the progress of children are being put into place. A lack of assessment information prior to the opening of the new school, however, has prevented some early identification of underachievement.

## **Leadership and management**

### **Grade: 2**

In the fairly short time since the difficult amalgamation of two schools, the outstanding leadership of the headteacher has helped everyone to overcome the many problems and challenges they have had to face. Although there is still much to do, the supportive senior management team is increasingly involved in taking the school forward and in ensuring that the school meets the diverse needs of all its children. As a result, teaching,

learning and standards are improving, and there is a good capacity for further improvement in the future. The school runs very smoothly on a daily basis because good routines and practices are in place. Good relationships ensure that everyone works together amicably to improve children's education. Although the governing body is fairly new, governors make a good contribution to improving the quality of children's education and to establishing the school's good reputation in the community. Improvement since the school opened is good. The headteacher has ensured that a vast number of necessary practices and procedures have been put into place in order for the school to meet statutory requirements. The quality and effectiveness of self-evaluation is satisfactory. Now that the school is firmly established in the new premises and running successfully, staff and governors are right to want to do more to find out how well they are doing, including more consultation with stakeholders. They are also right to reduce the number of priorities to be considered in the near future.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 for being so friendly and for making us feel so welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your new school.

What we liked most about your school:

- you like coming to school and everyone gets along very well together
- your headteacher has worked very hard to get everyone settled in the lovely new building
- teachers and classroom assistants work hard to help you to learn
- your behaviour is good and you work hard
- the school keeps you safe and happy
- your parents and carers are pleased with the new school.

What we have asked the school to do now:

- make sure that your work is never too hard or too easy for you
- make sure that you know how well you are doing and how you need to improve your work
- do more to find out more about how well your school is doing and concentrate on improving just a few things at a time.

We hope that you continue to be a happy school.