

Broadfield Primary School

Inspection report

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| Unique Reference Number | 105676 |
| Local Authority | Oldham |
| Inspection number | 287292 |
| Inspection dates | 16–17 July 2007 |
| Reporting inspector | Diane Auton |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 335 |
| Appropriate authority | The governing body |
| Chair | Mrs S Beasley |
| Headteacher | Ms P Stennett |
| Date of previous school inspection | 4 July 2005 |
| School address | Goddard Street Oldham Lancashire OL8 1LH |
| Telephone number | 0161 6653030 |
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|--------------------------|-----------------|
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in central Oldham. It is larger than average and the proportion of pupils entitled to free school meals is above average. The school community includes pupils from a wide range of cultural heritages. More than half are from Asian or British Asian backgrounds, with around 40% coming from White British backgrounds and a small proportion from other backgrounds. Pupils have a variety of home languages and the proportion of pupils with English as their first language is much lower than in the majority of schools. Pupil mobility in and out of the school during the primary years is exceptionally high. In recent years there have been a number of successive changes in staffing and leadership. The headteacher came into post in September 2006.

The school holds the Activemark for physical education and the silver Eco Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. Pupils' personal development is a good feature of its work. This is a happy school, where pupils from a wide range of backgrounds learn together harmoniously. Parents share their children's pride in the school, as this typical comment shows: 'I don't see Broadfield as just a school - I see it as a community.' They are happy that the recent period of changes to staffing is now over.

Achievement is satisfactory. Standards in national tests at the end of Key Stage 2 have been well below average overall for several years. Standards in the 2007 cohort of Year 6 pupils are low but given the exceptionally low standards of these pupils when they started school their progress is satisfactory. The broader picture of standards across the school is one of improvement. The range of initiatives introduced this year to address low standards in English and mathematics is beginning to have a positive effect and this can be seen in improved standards in all subjects at the end of Key Stage 1 in 2007 and in the rise in standards of reading across the school. Pupils from minority ethnic backgrounds make the same satisfactory rate of progress as other groups of pupils. Provision in the Foundation Stage helps children to make satisfactory progress in developing their early learning skills.

Pupils' personal development and well-being and the quality of pastoral care provided for them are good and are strengths of the school. The quality of provision for pupils' spiritual, moral, social and cultural development is outstanding. The sensitive arrangements for welcoming pupils who are new to the country are exceptionally good. This contributes very well to the school's positive ethos.

The headteacher's clear vision for improvement is shared by staff and governors. Expectations are high and the school has adopted a systematic approach to planning improvement over the long term. The headteacher's introduction of a rigorous monitoring and evaluation system is having a good impact on improving the quality of teaching and learning. She has also enabled middle managers to take responsibility for checking the quality of work across the school, and this is helping them to make a greater contribution to school improvement. Improved assessment procedures mean that the school is able to set realistic and accurate targets for specific groups of pupils and for individual pupils.

School leaders are aware that more remains to be done to achieve further improvements. Standards in English, mathematics and science, although rising, should still be higher. While teaching is satisfactory overall, and sometimes good or outstanding, its impact on learning is inconsistent, with pupils not always sufficiently stimulated by the tasks they have to do. The curriculum is satisfactory, with a sharp focus on English and mathematics which is promoting improvement in these subjects, but it does not yet give pupils enough opportunities to develop their literacy and numeracy skills through work in other subjects. However, the school's recent good track record in making improvements, the robust systems being developed to check performance and the good partnerships that have been forged with other agencies indicate that it has good capacity to improve. It provides satisfactory value for money.

What the school should do to improve further

- Raise standards in English, mathematics and science across the school.
- Ensure that teaching is consistently good in its impact on pupils' learning and progress.

- Provide a good planned range of opportunities for pupils to develop their basic skills through work in subjects other than English and mathematics.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children's skills on entry to the Foundation Stage are well below the level expected for their age. A high proportion start Nursery with little or no spoken English and others have immature speaking and listening skills. Provision in the Foundation Stage enables children, including those at the early stages of learning English as an additional language, to make satisfactory progress in the Nursery and Reception classes. Standards on entry to Year 1 are below average and standards at the end of Key Stage 1 have been below average overall in recent years. However, improved standards were evident in all subjects in 2007, although the proportion of pupils reaching higher levels at the end of Year 2 does not yet match national expectations. Early indications of improved progress during Key Stage 2, particularly in reading, can now be seen: this is the positive outcome of initiatives introduced this year to address the issue of low standards. The progress of pupils with learning difficulties and/or disabilities is satisfactory as a result of the targeted support they receive.

Personal development and well-being

Grade: 2

Pupils' self-confidence is fostered very well throughout their time in school. There is a very strong commitment to racial equality and to developing respect for all faiths and cultures. 'Because our school is mixed, there are lots of different religions and you get to learn about all sorts of people.' This comment from a pupil typically reflects the prevalent attitude of tolerance and mutual acceptance. Pupils enjoy their lessons and have positive attitudes to their work, and their behaviour is good. Their spiritual, moral, social and cultural development is outstanding. They develop a very good understanding of each other's faiths and cultures, together with strong moral values based on care for each other. The school council and the eco council contribute effectively to school life. Pupils have a good understanding of personal safety, healthy lifestyles and environmental issues. They readily take on responsibilities around the school, for example caring for the wildlife garden. There are plentiful opportunities for them to be active and they are encouraged to eat and drink healthily. Parents greatly appreciate the school's work and ethos and hold the headteacher and staff in high regard. Attendance has improved and is now satisfactory. Pupils are beginning to develop skills that will contribute to their future economic well-being. Involvement in the 'Higher Futures 4U' project is helping to raise their aspirations. Further work remains to be done to raise standards in pupils' basic skills, to set them securely on the path to future success.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory, with some areas of good and outstanding practice. In lessons where teaching is good, the pace of learning is brisk, pupils understand the purpose of

their activities and teachers use questioning well to challenge and extend learning. Teachers and teaching assistants work in productive partnership, with a strong focus on promoting speaking and listening skills. This is enabling pupils to grow in confidence. Evidence of the impact of the school's work in monitoring teaching and learning can be seen in the improving quality of the literacy and numeracy work in pupils' books across the year. However, this impact is not yet evident consistently throughout the school. For example, some learning activities, especially in science and history, are not sufficiently purposeful or stimulating, with an over-reliance on worksheets, so that opportunities for pupils to learn from carrying out their own investigations are missed.

Curriculum and other activities

Grade: 3

The school has maintained a sharp focus on its English and mathematics curriculum this year in order to address areas identified for action. These subjects are now organised and taught well, and some good elements have been developed which stimulate learning effectively. For example, pupils' language and literacy skills are being developed well through role-play activities. There is more to do, however, to ensure that the curriculum has maximum impact upon pupils' learning. The school has recognised that it is time to strengthen the provision for other subjects and to make the curriculum more focused on developing key skills. Themed weeks have been introduced this year, which present the curriculum in a relevant and enjoyable way. Visits and visitors bring additional interest. Strong links with local religious leaders help to deepen pupils' cultural understanding. However, there are still too few opportunities for pupils to practise and improve their literacy and numeracy skills through work in other subjects and for them to develop research skills through investigative work. A good range of extra-curricular activities is provided and taken up enthusiastically by pupils.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pupils say they feel valued in this happy, caring school. Parents say, for example, that school staff 'taught me how to help my child with school work', 'are always ready to listen', 'identify problems and sort them out'. The safe environment reflects the good pastoral care and support given to pupils. Procedures to ensure child protection and health and safety are all in place. Arrangements to help pupils to transfer to secondary school are good. Procedures for helping new children settle into the Nursery class are well managed, and arrangements for welcoming pupils who are new to the country are very sensitive to their needs. Pupils with learning difficulties and/or disabilities are catered for through individual plans and through support in class. This enables them to make satisfactory progress. Improved systems have been introduced to track the progress of all pupils and to enable the school to identify areas of underachievement. This is beginning to have a positive impact on attainment. Pupils now have individual learning targets, but the use of these has not yet been fully developed. Pupils are not always given enough advice on how to improve their work and meet their targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The new headteacher is an effective leader and manager of improvement. Her clear vision is shared by staff and governors, and her inclusive approach enables all staff to play a part in the drive for improvement. Assessment procedures and systems for tracking pupils' progress have been revised and are now being used effectively to guide planning. Senior staff play a key role in administering rigorous monitoring and evaluation systems. The information gained gives a clear picture of strengths and weaknesses and guides planning for improvement. Some positive outcomes can already be seen, for example in improved standards in reading across the school and in all subjects at the end of Key Stage 1. However, it is too soon to judge the impact of all the initiatives being implemented, and the school recognises that there is further work to be done to address inconsistencies in the quality of teaching and to provide a rich curriculum that will give pupils the best opportunities to develop basic skills. The supportive governing body is starting to develop its ability to hold the school to account and to act as its critical friend. The school has made good use of support provided by the local authority and has forged good partnerships with other schools, with external support agencies and within its community, all of which enhance its capacity for continued improvement.

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Annex A

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall |
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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 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspectors to thank you for making us so welcome when we inspected your school recently. As you know, we came to see how well the school is doing and how you're all getting along with your learning. We found that the school gives you a satisfactory education and that everyone is working very hard to make it even better.

We found that some really good things are happening in your school. The school takes good care of you. We think that your behaviour is good and we were pleased to see how well you all work in lessons. We were especially pleased to see how well everyone gets on with each other at Broadfield and how you are learning so much about each other's cultures. We were also pleased to find out that you are improving your reading skills. Keep on reading! We hope you enjoy the new books that the school has bought for you. We enjoyed meeting you and hearing about the good work done by the school council and the eco council. We thought the wildlife garden was lovely - you look after it very well.

We've asked Ms Stennett and the staff to improve some things, and they've already started to do some work on them:

- to help you all to reach higher standards in English, mathematics and science (the way you are improving your reading will be a big help with this!)
- to make sure that in all lessons you learn as well as you can
- to find more opportunities for you to practise your literacy and numeracy skills in other subjects.

You can help by keeping up your good efforts and by being happy learners.

With our very best wishes.