

Broadbent Fold Primary School and Nursery

Inspection report

Unique Reference Number	106193
Local Authority	Tameside
Inspection number	287438
Inspection dates	23–24 May 2007
Reporting inspector	Anna Dawson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	182
School	
Appropriate authority	The local authority
Headteacher	Mrs D Pugh
Date of previous school inspection	18 November 2002
School address	Tennyson Avenue Dukinfield Cheshire SK16 5DP
Telephone number	0161 303 9411
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller in size than most other schools, serving a mixed residential area on the eastern edge of Manchester. Very nearly all pupils are from White British backgrounds and speak English as their first language. A smaller proportion of pupils than in most other schools are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average.

Since the last inspection there has been a change of headteacher. Currently, approximately one quarter of teachers are absent long term. A purpose-built Foundation Stage unit has opened within the last two years to include Nursery children and the school has gained the ActiveMark for achievement in physical activities.

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 and improving school with good features. Parents and pupils value the school highly and agree that the staff are doing a 'fantastic job' in making positive changes and improving standards. Parents make a good contribution to helping their children learn at home. All involved feel valued and included in school development; this is reflected in parents' comments of 'the wonderful sense of community', 'the happy, caring and safe environment', and that the school 'has the interests of each child at heart'. Parents recognise and appreciate recent improvements. For instance, they comment positively on rising standards and the provision for a Foundation Stage unit. Effective partnerships have been established with the local community and schools and colleges, and from which pupils have benefited from these, for instance, through sports coaching.

Children get off to a good start in the Foundation Stage unit (Nursery and Reception) through carefully planned learning that develops their communication and personal, social and language skills well. Pupils' achievement is satisfactory thereafter and standards overall are just above average in English, mathematics and science by the end of Year 6. Intervention programmes are successful in helping to raise standards in pupils' writing skills in particular, where pupils are making good progress. As a result, standards have risen considerably within the last year. In mathematics, although initiatives for improvement are beginning to show results, there is still more to be done. This is particularly the case for some of the most able, who could achieve higher standards.

Within the school's inclusive context, pupils enjoy school, feel safe and are encouraged to lead a healthy life and participate in all school activities. Personal development is good. The pupils praise their teachers; this is reflected in their enthusiasm for learning and their good attendance. They are confident and articulate learners. Pupils are involved and have a great interest in everything that goes on. However, despite these positive aspects, teaching and learning are satisfactory because work is not consistently adapted to challenge all pupils to achieve well. In some classes, individual day-to-day target setting and the use of assessments to plan lessons so that all pupils make good progress lack rigour.

The effective curriculum supports pupils' personal development well. For example, they take part in a wide range of sporting activities. There is plenty of good quality enrichment from visits and visitors from their own and other cultures. Pupils receive good pastoral care, and as a result their personal and social skills are well developed by the time they leave school. Academic support is less effective. Pupils are not always sufficiently involved in assessing their work. Moreover, the quality of teachers' marking is inconsistent and does not regularly provide pupils with enough guidance to improve.

The school has made satisfactory improvement overall since its last inspection and more recently this has been good. As a result of good leadership from the headteacher and the school leadership team, many positive changes have recently been made. For instance, improved monitoring and evaluation procedures have provided a sharper focus on improving standards. These improved procedures, however, have yet to become embedded, especially at subject leader level, to impact fully on achievement. Consequently, leadership and management are satisfactory. The school has the foundations for good improvement in the future, in spite of the long-term staff absence that tends to limit school development. The school's evaluation of its work is accurate and it offers satisfactory value for money.

What the school should do to improve further

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.

- Raise standards for the most able pupils in mathematics.
- Improve the proportion of good and better teaching.
- Share good practice in marking and the setting of personal academic targets to ensure that all pupils know how to improve their work.

Achievement and standards

Grade: 3

Most children have the skills that are generally expected for their age when they start in the Foundation Stage unit. As a result of well planned activities and good teaching, all children make good progress, particularly in their personal, social and language skills. By the end of the Foundation Stage the majority achieve and a minority exceed the expected learning goals. In Years 3 to 6 most pupils make satisfactory progress in reading, mathematics and science. In the 2006 national test results and assessments there were pockets of underachievement in both key stages in writing, mathematics and science. There is a much improved picture this year. Currently, standards are just above average in English, mathematics and science by the end of Years 2 and 6. In writing, which has been a school priority for improvement, pupils' achievement is good because most teachers have improved their use of assessments of pupils' work to set targets and give additional help where needed. Consequently, standards have risen significantly. Standards in mathematics, although improved, are lower than in writing and there is more work to do to ensure that all of the more able pupils reach their potential, especially in the mental application of number skills. Pupils with learning difficulties and/or disabilities make satisfactory progress as a result of the support provided. Although there has been no overall rising trend of improvement for the last few years, standards are increasing and challenging end of year targets have been set for the future.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Relationships between pupils are very good. This is shown in the way older pupils help and support each other. Pupils develop strong empathy and really care for one another, and as a result there is very little falling out. Pupils say: 'The school is like one big family.' There is a real sense of ownership of the school's code of conduct because pupils have been fully involved in its development. Consequently, behaviour is good. Pupils are polite and have good manners. Older pupils appreciate the way the house system promotes friendships between pupils of different ages. Pupils respond very well to responsibility. Whether it is representing the views of other pupils at the school council, contributing to the Eco committee or doing little jobs in the Nursery and Reception classes they are conscientious and reliable. Pupils usually enjoy school and their attitudes to their school work are mainly positive, but occasionally their concentration wanes when teaching is less demanding. Strategies to promote good attendance and punctuality are reaping dividends and attendance has improved to good, although many families continue to take holidays in term time. Pupils are well prepared for the next stage of their education. Although their academic

standards are just above average, pupils are brimming over with confidence and have good work habits.

Quality of provision

Teaching and learning

Grade: 3

Although the quality of teaching and learning is satisfactory overall, it ranges from satisfactory to outstanding. In the Foundation Stage, as a result of good teaching, children get a good start and learn well. In Years 1 to 6, when teaching is good or better the pupils enjoy learning because the lessons are stimulating and challenging and, as a result, they make good progress. Teachers plan lessons to meet pupils' needs and question pupils well to extend their understanding, promoting new learning. However, at times, pupils are not sufficiently challenged. This is because the pace of learning is not brisk enough in all classes. Work is less precisely adapted to meet the needs of pupils and teachers sometimes miss opportunities to move pupils on. Consequently, pupils, especially the most able in mathematics, are not always stretched to achieve their full potential. These inconsistencies in the quality of teaching lead to pupils learning at an overall satisfactory rate. Pupils who have learning difficulties and/or disabilities are supported appropriately and make satisfactory progress. The quality of the assessment of pupils' progress and attainment is good in writing. Teachers assess pupils' progress accurately and frequently set challenging targets, which are shared with pupils. In mathematics, teachers are at an earlier stage of using performance data. Individual or group targets are not yet consistently set for pupils, and consequently, standards are rising but more slowly.

Curriculum and other activities

Grade: 2

The curriculum has improved significantly and pupils appreciate that 'there are lots of exciting things to do'. It is good throughout the school. In the Foundation Stage, all areas of learning are covered well. In Years 1 to 6 the school takes care to provide a broad range of worthwhile learning opportunities that contribute well to pupils' achievement and good personal development. Consequently, pupils are confident learners with well developed personal and social skills. A good range of visits and visitors are used very well to make learning fun and relevant in many subjects, including English, science, design and technology, history and geography. The very good provision for sport, including a wide range of after-school clubs, helps pupils to keep fit and healthy and there is also good provision for health education. The staff have identified those pupils with particular gifts and talents but know that more is to be done to extend provision for them.

Care, guidance and support

Grade: 2

The provision for ensuring pupils' safety and welfare are good. Child protection procedures are in place and there are good links with support agencies. Pupils feel safe; they trust adults and know there is someone to talk to if they have a problem. Effective arrangements for pupils who have learning difficulties and/or disabilities or who are vulnerable in other ways help them to feel valued and give them greater confidence to learn. Well thought out procedures assist children to settle quickly into the Foundation Stage and to transfer from Year 6 to the next stage of education. Pupils benefit from very effective guidance and support in relation to their

personal development. However, pupils' academic performance is inhibited by inconsistencies in marking and in setting targets, which mean that pupils sometimes are not clear about what to do to improve their work.

Leadership and management

Grade: 3

The headteacher leads the school well and has a very clear vision for its future development. Priorities for school improvement are firmly based in raising standards. Decisive action has been taken during the last year to improve pupils' achievement in writing and mathematics. The enthusiastic school leadership team knows what needs to be done and has been instrumental in raising standards, particularly through giving examples of effective teaching. Consequently, standards have improved, particularly in writing. It is recognised, however, that there is more work to do to raise standards in mathematics for the most able pupils. Teamwork among the staff is developing well. The checking of teaching and learning is thorough, accurate and regular, and staff are given areas for development. This has resulted in some improvement in teaching but there has been less impact where teaching is weaker. Despite the effective procedures put in place for improvement, their full impact is not yet evident in pupils' achievement. Subject leaders have yet to set further challenging targets to raise performance. Self-evaluation is accurate and is shared with pupils, staff, parents and governors. Parents' and pupils' views are sought and acted upon. Parents, pupils and governors feel they are well informed and kept up to date. The headteacher is keen to extend school provision to meet the needs of the community. Governors are supportive and act effectively as critical friends in holding the school to account.

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Annex A

Inspection judgements

<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	2
The effectiveness of the school's self-evaluation	3
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

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

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?	2
How well are learners cared for, guided and supported?	2

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

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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	2
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

Text from letter to pupils explaining the findings of the inspection

Inspection of Broadbent Fold Primary School, Dukinfield, SK16 5DP

Thank you very much on behalf of the inspectors for making us welcome in your school. A special thanks to the two tour guides who greeted us. It really was a pleasure to walk around the school, join you in lessons and speak to so many people who work at school. At the end of my visit I came to the conclusion that your school is satisfactory with some good aspects and is improving all the time. The school staff care for you well and I know that the school has recently, as some of you say, 'got a lot better'.

You are confident and enjoy learning. You sensibly take part in lots of exercise and choose healthy snacks at break. I think you are taken on a good range of visits and get some interesting opportunities to help you learn. Of course, you play a very important part in helping the school to improve by your hard work and the responsible way you get involved in school life. I agree with your teachers that you have improved your writing because you have clear targets to work towards. I know some of you find mathematics difficult but that some of you could do even better. I have asked your teachers to plan work to help you all improve and to give you clear instructions so you know how to get to your next learning steps.

I'm sure you will continue to work hard. Just do that little bit better in your mathematics and you will help your school to improve even more.