



# Broadheath Primary School

## Inspection Report

**Unique Reference Number** 106289  
**Local Authority** Trafford  
**Inspection number** 287468  
**Inspection dates** 30 November –1 December 2006  
**Reporting inspector** Adrian Simm

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

<b>Type of school</b>	Primary	<b>School address</b>	Sinderland Road
<b>School category</b>	Community		Broadheath, Altrincham
<b>Age range of pupils</b>	3–11		Cheshire WA14 5JQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9284748
<b>Number on roll (school)</b>	132	<b>Fax number</b>	0161 9296483
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs C Cozens
		<b>Headteacher</b>	Mrs J Shaughnessy
<b>Date of previous school inspection</b>	9 October 2001		

<b>Age group</b> 3–11	<b>Inspection dates</b> 30 November –1 December 2006	<b>Inspection number</b> 287468
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This smaller than average school is set within an area of social and economic disadvantage where families frequently move in and out of the area. The number of pupils with learning difficulties and/or disabilities is higher than average; in some year groups numbers are very high. In the main, these pupils have moderate and specific learning difficulties with a smaller number with social, emotional and behavioural difficulties. Most pupils are of White British heritage with a very small number from Asian and Black backgrounds. Very few speak English as an additional language. The local authority looks after an equally small number. Pupil numbers have fallen steadily over the last five years resulting in a reduced number of teachers and small year groups. During the same period, the school has looked outwards to its community. It has become a full-service extended school offering a broad range of childcare, adult and family support services. A children's centre is planned for the school during 2007/08.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

Broadheath is outstanding and offers excellent value for money. Staff and governors have been very effective in overcoming challenging staffing circumstances over the last few years. As numbers of pupils fell, staffing had to reduce and the budget tightened. In response, the headteacher, senior staff and governors succeeded in placing the school at the heart of the community. The school set out to ensure that not only did all pupils come to realise that every one of them was equally important, but also that the needs of every family mattered as well. Full-service extended school status was justifiably achieved and the school continues to drive on with more developments. The school judged itself good but only because it was unsure how effective a school had to be to be outstanding. In practice, leadership is crystal clear how far the school has come, what has been successful and why, and what else needs to be done. Pupils are proud of their school, saying 'Have you ever seen a better school than ours?' Parents spoken to were very clear that 'this school has changed our lives'.

Major strides forward in pupils' personal development are recognised by parents. Pupils' behaviour that was difficult in the past is now exemplary overall. Attendance is climbing again and is currently good. Award-winning work by the pupils' Healthy Lifestyle Action Committee has led the school's drive to improve very successfully pupils' understanding of how to better look after themselves. Enterprise work led by the school council builds a clear understanding of how the world of work operates. Pupils' personal development is outstanding throughout the school and builds progressively on the excellent start in Nursery and Reception.

From attainment and personal skills that are generally low on entry to Nursery, children flourish in their learning and relationships. Foundation Stage staff monitor minutely children's needs and development and ensure that they make first-class progress before they enter the main school. This approach continues throughout the school. Because of small year group numbers and some years having high numbers of pupils with learning difficulties and/or disabilities, standards vary a lot from year to year. However, there is a clear and discernible upward trend in attainment, and more importantly, the progress each year group makes from its starting points is excellent. For example, although standards have been broadly average throughout the school, attainment by Year 6 pupils in 2006 was above that of pupils of a similar age in other schools. Standards by the end of Year 2 in 2006 were not as strong but these pupils had started at very low levels and had still made very marked progress. Support for pupils with learning difficulties and/or disabilities, those who are talented, the very small numbers who are learning to speak English as an additional language and others in the care of the local authority is very effective. On occasions, and dependent upon the year group and subject, higher-attaining pupils could do just a little better. The very small number of higher attainers in Year 2 could attain a shade better in reading, writing and mathematics, as could higher attainers in English by Year 6. However, overall, pupils' achievement is exemplary.

The quality of teaching and learning, the extremely broad curriculum and out-of-school opportunities offered and the care, guidance and support provided are the excellent

foundation upon which success is built. The current staff team is very focused and provides extremely interesting, challenging and practical learning opportunities for pupils to grow into mature and knowledgeable citizens. The staff's desire to achieve this is almost palpable. An outstanding headteacher, senior management team and governing body ensure that the school has an excellent capacity to build on its current success.

### **What the school should do to improve further**

- Improve standards and achievement for the very small number of higher-attaining pupils by the end of Year 2 and in English by Year 6.

## **Achievement and standards**

### **Grade: 1**

Attainment on entry to Nursery is low. Many children on starting, for example, have few self-help skills, lack confidence in larger groups, are unable to complete simple jigsaws and find it difficult to discuss what they are doing. Once settled, they blossom. Of those children moving into Year 1 in 2006, half were working at high levels in comparison with children of the same age across most of their areas of learning. Standards by the end of Year 2 are a stepping stone to future development; sometimes average, as in 2005, or sometimes lower, as in 2006. Standards vary as a result of the number of pupils with learning difficulties and/or disabilities in the year group. What matters most, however, is that most pupils make excellent progress from their starting points; on occasions higher-attaining pupils could do just that little bit better. There is a discernible upward trend in standards by Year 2 in the last three years, especially in speaking and listening skills and in mathematics.

Throughout Years 3 to 6 standards also vary year on year for the same reasons as earlier in school. Standards at Year 6 are climbing from a low in 2004. Although broadly average overall in Key Stage 2, in 2006 all Year 6 pupils gained the levels expected of them in English and science, and very nearly all in mathematics. What is more, the numbers reaching standards higher than this resulted in the school's overall standards being among the highest in the local authority. Those attaining high levels in English could have been a little stronger. A major part of the success of this group was that those who previously had learning difficulties and/or disabilities had progressed so well that by the time of the national tests, they too reached at least national expectations in their work.

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

### **Grade: 1**

From starting points in Nursery where children initially find it difficult to relate to each other, play separately and tend not to share with each other, pupils' personal development flourishes. Parents say this is obvious in school, at home and around the community. Pupils' spiritual, moral, social and cultural development is excellent. This

underpins their outstanding personal development. Since 2003, attendance had been falling slightly until recently. An initiative to encourage parents not to take their children on holiday during term time has begun to pay off. Together with reward stickers for attendance and a multitude of other achievements – the breakfast club and the exciting and enjoyable curriculum – attendance is above average. Pupils' behaviour, which parents acknowledge in the past had been troublesome, is now exemplary overall. Pupils are polite, look after one another and when they unintentionally cause upset, they apologise. They are encouraged to reflect regularly upon their own and others' needs, which helps to build very successfully what parents call a true family atmosphere in the school. The school has gained an abundance of awards covering, among others, healthy living, inclusive practice and ecological awareness. Pupils are growing up and becoming first-class citizens, well aware of the intrinsic value of having good literacy, numeracy and information and communication technology skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Throughout school staff believe that all pupils can and will learn: 'We can do this together.' As a result, all learning experiences, whether in lessons, practising for a concert or working on a committee, are extremely positive. Learning builds very progressively throughout the school through lessons that are matched to pupils' needs, are interesting, practical, challenging and fun. Constant and well earned praise is given, which encourages pupils to try even harder. Children in the Foundation Stage are encouraged very successfully to become team players at an early age. They become confident in themselves to try new things; speaking and listening skills are honed with every activity. Literacy and numeracy skills are built into every minute of the day. For example, free and structured play is organised to involve reading labels and signs, counting, matching shapes or remembering rhymes. By Year 6 lessons are pitched at just the right maturity level, for example for independent learners to be able to make moral decisions such as whether animals should be in a circus or in the wild. Teachers have the information they need about each pupil's progress and the optimum way of learning. Pupils with learning difficulties and/or disabilities are challenged to progress at just the right levels for each individual.

### **Curriculum and other activities**

#### **Grade: 1**

The excellent curriculum is rooted in the approach that healthy, happy pupils who get on together stand the best chance of learning. This approach is very successful. Because of the small size of the school now, classes frequently include two different year groups. While this worried some parents initially, those spoken to expressed a view that it benefited the younger pupils who 'rise to the challenge'. The curriculum covers everything it should and more. The wealth of extra-curricular activities was recognised

by the school achieving the National Education Extra Award. The school provides challenge to all pupils extremely well, for example allowing those with talents in music or sport to succeed even if they are not as far on as others in, say, some aspects of literacy or numeracy. The emphasis on stretching the higher-attaining pupils is planned for very well but could be just that little bit sharper.

## **Care, guidance and support**

### **Grade: 1**

The staff's very detailed knowledge of pupils' academic and personal needs, and where they are up to with their learning, leads to an exceptionally calm and purposeful environment where pupils thrive. Procedures for ensuring that pupils are safe are in place. Staff vetting procedures are in line with new requirements. The school ensures that where necessary, support from a broad range of health and education professionals are readily available. A major part of the success of the school's care, guidance and support is generated through the full-service extended school provision. Excellent initiatives for pre-school toddlers, pupils, families and the community build confidence for everyone. This approach pays off in the two-way sharing of information between school and home, which enables the school to pitch its provision at such a high level.

## **Leadership and management**

### **Grade: 1**

Outstanding leadership and management at all levels work on the belief that the school is going to make a difference for pupils and their families. The headteacher's vision is: 'Everything is possible and second best will not do.' The school has come through difficult times in the last few years with falling rolls and reductions in staffing. Governors have wrestled very well on a tight budget to maintain enough staff so that the numbers of pupils in classes are relatively small and pupils can therefore be given every opportunity to succeed. Every aspect of school life is analysed and ways found for improvement. The school council and Healthy Lifestyle Action Committee offer ideas for improvement regularly, as do parents through their annual questionnaires. The headteacher has developed an excellent staff team which contributes extremely effectively to this ethos. Governors play a full and active role in school life, and represent the school on the local community association. All of this gives the school an excellent capacity to keep moving forward.

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## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Please pass on my thanks to the children in Nursery and the pupils in the rest of the school for being so hard working and friendly during my visit. I looked at all the things you do in school and enjoyed talking to you about them. I could tell that you and your families are proud of the school. I am pleased to say that I decided you have an outstanding school, with lots of excellent things which are worth celebrating! These are some of them.

- All the adults in school and your parents work closely together to make sure you are all very well cared for and that you have all the help you need to learn.
- Because of these things, and because the teaching is exceptionally good, you do very well in your work.
- You are very pleasant and friendly with each other and your attendance at school is becoming very good. Well done to Class A for having the best weekly attendance four times in the last 11 weeks. The other classes are not far behind. Keep it up!
- Your headteacher is a very good school leader and wants only the best for you. With her team of staff she makes sure you are all given chances to shine in your class work and other activities.
- You know a lot about how to stay fit and healthy, and the adults help you by providing healthy food and snacks, encouraging you to keep your organic garden and to take part in sports.

To make your school even better, I have asked your teachers to make sure that by the end of Year 2, and also in English by the end of Year 6, those of you who can achieve the very highest levels of work are fully encouraged to do so. I know you will put every effort into this.