

Broomwood Primary School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 106290 |
| Local Authority | Trafford |
| Inspection number | 309085 |
| Inspection dates | 21–22 November 2007 |
| Reporting inspector | Jim Kidd |

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 | |
| School | 202 |
| Appropriate authority | The governing body |
| Chair | Cllr Ray Bowker MBE |
| Headteacher | Mrs A Wood |
| Date of previous school inspection | 6 October 2003 |
| School address | Mainwood Road Timperley Altrincham Cheshire WA15 7JU |
| Telephone number | 0161 9125609 |
| Fax number | 0161 9127133 |

| | |
|--------------------------|---------------------|
| Age group | 3–11 |
| Inspection dates | 21–22 November 2007 |
| Inspection number | 309085 |

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average sized school serves an area of significant social disadvantage. The percentage of pupils eligible for free school meals is three times the national average. The proportion of pupils with learning difficulties and/or disabilities is well above that usually found and there is a small minority of pupils with a statement of special educational need. Most pupils are of White British heritage but there is an increasing number from minority ethnic groups, many of whom are at early stages of learning English. The school has achieved a wide variety of awards over time and is now a designated Healthy School, judged against the very latest criteria. Broomwood does much to promote community cohesion. Its extended school status, its activities in its immediate surroundings and the large number of voluntary groups which use its facilities are designed to raise the self-esteem of both adults and young people in the local area.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. The excellent care, guidance and support and links with neighbouring groups and clubs are raising the confidence of both young people and adults. It provides good value for money and continues to have an increasingly positive effect on the immediate area, fostering high levels of community cohesion as a result. The outstanding leadership of the headteacher and the dedication of teachers, support staff and governors have resulted in marked improvements since the previous inspection and demonstrate that the school has good capacity to improve further.

From low levels of skill in communication, language and literacy on entry to the Foundation Stage, pupils make good progress across the school. By the end of Year 6, standards are below average, but improving and pupils' achievement is good. In 2007, standards in science were above average and those in mathematics were close to national expectations. As a result of effective strategies to promote higher standards in both reading and writing, pupils' skills in these areas are improving steadily. In addition, the emphasis placed in all years on the use of computers is leading to pupils' good progress in information and communication technology (ICT). Pupils with learning difficulties and/or disabilities, those identified as vulnerable and the increasing numbers new to learning English achieve well too because of the excellent care, support and guidance they receive in all areas of the school. Parents are delighted by the progress of their children and feel that both teachers and teaching assistants are, in their words, 'Very supportive in nurturing the different abilities of our children.'

Pupils delightedly carry out the many responsibilities they have to help adults run the school. Older pupils acting as playground leaders support their younger counterparts willingly and with great sensitivity. Members of the school council are encouraged to express their views for the benefit of their constituents and have many quite perceptive ideas about how to improve provision. Pupils behave well and demonstrate their good levels of moral and social development by the way they cooperate with each other and show their pleasure when their classmates succeed. They have a well-developed social conscience and support a variety of charities at a local, national and global level. They are proud to tell visitors about their support for a girl in Uganda and about their shoeboxes prepared for 'Operation Christmas child.'

Teaching is good and at times outstanding and pupils enjoy the activities in the classroom. Planning and lesson preparation are very impressive and teachers and support assistants work closely together to ensure that all pupils can reach their full potential. Marking is variable in quality. There are examples of outstanding practice which challenges pupils to reach for higher standards but, on occasions, it is rather cursory and offers insufficient advice on what is needed for improvement.

The curriculum is both broad and balanced and is complemented by a wide range of extra-curricular activities and family learning sessions which are very well attended. Opportunities for pupils to take part in the performing arts are increasing but are not sufficient, particularly in drama, to develop pupils' speaking and listening skills fully.

Without doubt, Broomwood Primary School is an organisation which has the highest regard for its pupils and their families, for its staff and for the local area as a whole. In the views of parents, who are overwhelmingly supportive of what it is doing, 'It is going from strength to strength and it demonstrates a real sense of community spirit. We are proud to leave our children in its care.'

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Nursery with low skills, particularly in speaking and listening. They make good progress in the Foundation Stage but standards are still below average by the time they reach Year 1. Children achieve well across both years because of good teaching and support which is sensitive to the needs of each individual.

Teachers have an impressive understanding of how children learn and there is a good balance between child-initiated and adult-led activities. The curriculum is well planned and designed to ensure that every child has an equal chance to reach the early learning goals.

Children quickly develop a good understanding of Foundation Stage rules and have positive attitudes to the activities, to each other and to the adults who work with them. Children are happy and generally play well together. Care and support for children by both teachers and teaching assistants are of a high order. Leadership and management are good and, in the words of parents, 'Teachers encourage us to play a full part in the education of our children.'

What the school should do to improve further

- Share good practice in marking in order to ensure that all pupils are fully aware of what they need to do to improve their work.
- Provide more activities in the creative arts, particularly drama, to develop pupils' skills in speaking and listening from an early age.

Achievement and standards

Grade: 2

Good teaching, including close guidance and support across Key Stages 1 and 2 ensure continuing good achievement across the school. Standards in reading, writing and mathematics have demonstrated an upward trend since the previous inspection. Standards at the end of Year 6 are below average overall, but in 2007 standards in science were above expectations and those in mathematics were close to the national picture. Boys performed at higher levels than girls in 2007, as a result of a larger proportion of girls having learning difficulties and/or disabilities. Inspection evidence demonstrates that this is no longer the case and generally boys and girls do equally well. Pupils with learning difficulties and/or disabilities achieve well because of outstanding leadership in this area and because of the comprehensive support they receive from both their teachers and learning support assistants.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. In an impressive assembly, for example, pupils considered the effect of bullying and how it makes victims feel. As a result of the school's positive approach to behaviour, pupils conduct themselves well in lessons and around school. Pupils enjoy school and are very proud of it. This is reflected in their average but improving levels of attendance, accomplished through the unremitting efforts of the headteacher in conjunction with the local authority. Pupils have a keen understanding of how to stay healthy and why it is important to do so. Their awareness of how to stay safe in a range of situations, including their knowledge of potential dangers of Internet use, is outstanding. They willingly make a contribution to school life and also to events in the local community

through a wide range of activities including participation in the local carnival. Pupils achieve well in literacy, numeracy and ICT and have positive attitudes to learning. They are, therefore, being prepared well for secondary school and for life beyond formal education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and there are examples of outstanding practice in Key Stage 2. Teachers and learning support assistants treat their pupils with the utmost respect and dignity and have high expectations of what they can do. As a result, pupils generally work maturely together in pairs and groups and are delighted to support each other. For example, pupils in Year 4 were more than keen to praise their classmates when they produced high quality work during the completion of their Celtic designs. Similarly, in an impressive Year 6 mathematics lesson pupils rose willingly to the teacher's challenge when plotting coordinates in four quadrants and surprised themselves at what they could do. In all lessons there is a strong emphasis on promoting pupils' self-confidence and teachers plan comprehensively to facilitate the progress of pupils of all levels of ability.

Assessment practice has improved markedly since the previous inspection. However, marking is inconsistent and varies from outstanding practice, which offers pupils detailed advice on how to improve their work, to cursory comment which does not challenge youngsters to move to the next stage of learning.

Curriculum and other activities

Grade: 2

The curriculum is continuously under review, meets the needs, interests and aspirations of most pupils and has a major impact on their personal, social and emotional development. The school ensures that its provision is continuing to improve standards in the core subjects of English, mathematics and science. The school has identified the need to promote speaking and listening more effectively across the curriculum. Although music is developing steadily there are insufficient opportunities for pupils to take part in drama activities.

An outstanding range of extra-curricular and enrichment activities, including sport and subject clubs promotes pupils' enjoyment of learning. Teachers invite a variety of visitors into school so that pupils can learn from hearing about their skills, jobs and professions as a way of raising their aspirations. Family learning is also an integral part of the extended curriculum and the school's provision does much to encourage parents to support their children's learning

Care, guidance and support

Grade: 1

The outstanding level of care, guidance and support stems from the school's total commitment to pupils' personal, emotional and academic welfare. Staff know their pupils very well, identify possible problems at an early stage and decide on the most suitable ways to address any underachievement. Pupils with learning difficulties and/or disabilities and those considered vulnerable are very well supported and make good progress as a result. Pupils feel safe and believe that, 'Our teachers are the best in the world!' They are happy with the way the school deals with the very few instances of name calling they experience. The school's comprehensive

personal, social, health and citizenship programme is very effective and includes advice on how to remain healthy and safe both physically and emotionally. Procedures for safeguarding pupils' safety and welfare are in place and fully meet current government guidelines. Academic guidance has improved since the previous inspection and most pupils are fully aware of the levels at which they are operating.

Leadership and management

Grade: 2

Outstanding care, guidance and support and rising standards demonstrate effective leadership and management which are focused on ensuring that all pupils benefit to the utmost from everything the school has to offer. Inspirational leadership from the headteacher, ably supported by the dedicated deputy headteacher and senior management team provides a clear educational vision for development and the strongest emphasis on improvement in all areas of school life. The school is increasingly influential within the local community because the leadership is concerned to do all it can to support the area it serves.

School performance is monitored closely and teachers choose relevant initiatives which challenge staff and pupils to promote high standards in both academic work and personal development. Middle leaders take on responsibility willingly. They are at different levels of experience in relation to their skills of self-evaluation. The outstanding leadership of the special educational needs coordinator is instrumental in fostering comprehensive support for pupils by the committed and hardworking team of learning support assistants. As a result, pupils are able to achieve well in everything they undertake. Governance is strong and there are effective links with subject leaders, who are required to report performance in their areas on a regular basis. Members of the governing body support the school to the full but are not afraid to hold it rigorously to account. As teachers say, 'We have really good links with the governing body and we meet them regularly to talk about our work.'

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

| | |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

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 extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 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? | 2 |
| 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? | 1 |

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? | 2 |
| 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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| 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 | 2 |
| 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 |

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

Thank you so much for the warm welcome you gave us when we visited your school recently. You were most polite and friendly and we really enjoyed meeting and talking to you. We also enjoyed listening to the choir and were pleased to visit assembly and find out that many of you have sent off Christmas shoeboxes to poor children in other countries. You were very keen to find out how well the inspection went and we would now like to tell you the really good things about your school.

Broomwood is a good school and you are right to be very proud of it! The standards you reach in all your subjects are getting higher and higher and you make good progress in your lessons. Your teachers teach you well and you enjoy the challenge they give you to improve your work. Those of you who sometimes find your studies difficult receive excellent support from your teachers and teaching assistants and all adults in the school look after you very well indeed. You also get a lot of help from other pupils and the school council and playground leaders make sure that no-one feels lonely and that everyone can take part in all the activities the school has to offer.

You have such a wide range of after-school activities and so many of you visit the breakfast club. You understand just why it is important for everyone to eat healthily and keep fit. You also have a really good understanding of different religions and cultures and you take full advantage of the variety of educational visits you attend. Teachers also invite many visitors to Broomwood so that you can learn about the hobbies, interests and jobs they have. Events like this encourage you to work hard and prepare fully for when you attend secondary school and even beyond!

Your headteacher works very hard indeed to make your school even better. Along with all the other staff she does a lot to make sure that the school supports groups and clubs within the local community and we know that many of your brothers and sisters attend the 'mums and tots' sessions.

We have asked your teachers to give you a little more advice in your books as to how you can improve your work and we think it would be a good idea if you could have more opportunities to take part in singing and drama so that you can improve your skills in speaking and listening. This will give you more confidence in yourselves and might raise your standards even higher!