

Broomfield Primary School

Inspection report

Unique Reference Number	115292
Local Authority	Essex
Inspection number	311902
Inspection dates	23–24 September 2008
Reporting inspector	John Williams HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	315
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr E Mayo
Headteacher	Mrs L Todd
Date of previous school inspection	24 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Broomfield Chelmsford CM1 7DN
Telephone number	01245 440251
Fax number	01245 443501

Age group	4–11
Inspection dates	23–24 September 2008
Inspection number	311902

© Crown copyright 2008

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 one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Broomfield Primary School is a large, popular and over-subscribed school. There is a privately run nursery on the same site that shares part of a playground with the school's Early Years Foundation Stage (EYFS). Most pupils are White British and few are learning English as an additional language. Children come from a wide range of home backgrounds though the number of families claiming free school meals is well below average. The proportion of pupils who have learning difficulties and/or disabilities is below average, though increasing, as are the numbers with a statement of special educational need. The school gained a Healthy School's Award and an Active Sports Mark and is working towards an Inclusive School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broomfield Primary School is a good school and parents are very supportive of it. As one put it, 'I couldn't have chosen a happier school for my child.' Leadership and management at all levels have improved from the time of the last inspection and are now good. Everybody is focused on ways to help pupils make better progress, so overall improvement from the time of the last inspection has been good. There is, for example, much better use of assessment data to promote higher standards. The school can demonstrate good capacity to improve further given the improvements made and the current quality of teaching and leadership.

The quality of teaching is good. Relationships between all adults and pupils, and between pupils themselves are excellent so pupils feel safe and secure in school. Outstanding pastoral welfare, together with improving academic guidance, means that pupils are making better progress by the time they leave school. Teachers are clear about what they need to do to improve the standard of pupils' work, though monitoring pupils' progress, especially towards their personal targets, is not fully embedded yet. This is a very caring school, so teachers want to make sure every child has an opportunity to have their say. However, this sometimes makes the pace of lessons slow. Pupils participate fully in lessons and in the wide range of opportunities offered by clubs and out of school activities. Their behaviour and response to adults and each other is good and they work well in groups or pairs. From an early age pupils are taught how to stay safe and healthy, eat sensible food and take part in physical activity. The curriculum to support teaching is good and it is clear that pupils really enjoy what they are doing. Consequently, attendance is good.

Attainment when children begin school in the Early Years Foundation Stage (EYFS) is mostly below the expectations for their age. Progress in EYFS and in Key Stage 1 is good and standards are above average by the end of Year 2. Standards by the end of Year 6 have risen to be above national averages. In science they have improved to be more in line with English and mathematics and in other subjects attainment varies between average and above average. Historically, the progress pupils make in English, mathematics and science in Key Stage 2 has not been as good as in the rest of the school, though it is now improving and is satisfactory. Overall achievement for pupils by the time they leave school is, therefore, satisfactory, though it is getting better.

Pupils' personal development is good. There are virtually no exclusions and the school prides itself on being inclusive for all pupils. Pupils' spiritual, moral, cultural and social development is good and enhanced by outstanding community links. The overall care and welfare provided for pupils is outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents recognise the good provision made for their children. One wrote 'The introduction to starting school was very good for both our son and us'. The home/school diaries are very good and help to maintain close links; both parents and staff write messages in them each day. In their first weeks in school, the children happily join in all the exciting activities on offer. Children make good progress through the EYFS and most are on course to meet the early learning goals, set for them nationally, by the beginning of Year 1. Children achieve well because the teaching is good and adults make learning fun. For example, children delight in mixing powder paint with water and then riding wheeled toys through it to compare the patterns made by the wheels.

Staff make every effort to extend language and learning by talking to the children. Children learn to make repeating patterns, to identify fruit and to understand healthy eating by making fruit kebabs for 'snack time'. This well-chosen variety of activities means that children develop counting and language skills. Children behave well because adults make their expectations clear. Good leadership of the EYFS ensures that activities meet the children's needs and that all the necessary welfare requirements are met. The leader has identified that children do not achieve as well in their knowledge and understanding of the world as in other areas of learning and initiatives are in place to address this. For example, children use digital cameras to record what they see in the garden. The new EYFS curriculum is firmly in place.

What the school should do to improve further

- Embed the use of targets and systematically monitor pupils' progress towards meeting those targets.
- Increase the pace of pupils' learning in lessons.

Achievement and standards

Grade: 3

In the EYFS and Key Stage 1 pupils progress well, and by the end of Key Stage 1, their attainment is above national averages. Over recent years, by the end of Year 6, standards have been above average in English and mathematics and average in science. The 2008 unvalidated end of key stage scores indicate pupils did better in science. In recent years pupils' progress over Key Stage 2 has been below average; it is now satisfactory. Overall achievement is satisfactory and getting better.

Pupils are good learners who have good listening and speaking skills. They very much enjoy working together, especially in 'talking pairs'. The school caters well for pupils who find learning difficult and they make good progress. Those with special gifts and talents are recognised and supported with a range of extra activities and they also do well.

Personal development and well-being

Grade: 2

Pupils are very friendly and polite to visitors. Their behaviour is good and they treat one another with kindness and respect. They become tolerant and caring individuals because of their excellent understanding of the range of cultures in society. For example, the recent visit of a teacher from China, together with studies of the Olympics and participation in a local 'East/West' project has contributed to their understanding. Pupils willingly take on responsibilities and school councillors take their role seriously. They demonstrate an outstanding care for others within the school community and develop a good understanding about keeping healthy and safe, both by eating a balanced diet and by taking part in the many opportunities to keep fit. Pupils say that they thoroughly enjoy their lessons and that they feel safe. Bullying and racism are very rare. Attendance is good and one parent wrote 'Every morning my children are keen to go to school, even if sometimes they are not well enough to attend and I have to make them stay at home.' Pupils are building a sound foundation for later life and the next stage of their education. A particular strength is the way that they plan and organise their own competitions to raise funds for charities. For example, they design their 'dream party' outfit and prizes are awarded to the winners, with the profit going to charity.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good, and many pupils are, therefore, now making good progress in lessons. There are excellent relationships between pupils and teachers. The more able are being set challenging work but on occasions they could move quicker to this work to improve their progress. Pupils are sometimes moved too slowly into the main teaching activity. They enjoy lessons because they are given the opportunity to work with their peers in pairs or small groups. Teachers have a good knowledge of the subject they are teaching and this makes it possible for them to pose good, challenging tasks and questions. Pupils are given the confidence to take control of their learning, and are beginning to understand their group targets. Planning is well matched to the different abilities of pupils in each class. The use of electronic white boards is good and stimulates learning. Marking and comments on pupils work are helpful and provide good advice, particularly so in the EYFS where feedback on progress involves parents.

Curriculum and other activities

Grade: 2

The curriculum is well planned to meet pupils' needs. It has recently been reviewed to ensure that new national guidance, and an emphasis on developing both creative and basic skills, are included. The staff are working to ensure that this new initiative is firmly embedded across the school. An unusually wide range of extra-curricular activities, such as cup-stacking club, 'Eco' club and 'Wellie wearers' club, enriches it. A wide range of visits and visitors contributes positively to pupils' personal development. Gifted and talented pupils are identified and receive good support, including through the many opportunities to develop their skills with local secondary schools. Pupils use information and communication technology (ICT) confidently to support their learning. Music has a high profile and pupils' singing is confident and of high quality, enhanced by outstanding 'singing assemblies'.

Care, guidance and support

Grade: 1

Broomfield Primary school is an extremely caring and friendly school. All staff work closely together to ensure that pupils are well cared for and kept safe. All procedures for safeguarding pupils and for child protection are in place. Tracking systems ensure that teachers are able to identify pupils who are not making the expected progress and measures are put in place to help them. Support for vulnerable pupils and those who find it hard to learn is excellent. Pupils throughout the school are evaluating their own work and are working towards evaluating each others'.

Leadership and management

Grade: 2

Leadership and management are good at all levels throughout the school. The school's overall contribution to community cohesion is outstanding. It is evident in the strength of the school community and partnerships with the wider community. For example, there are very strong

links through languages to the local girls' high school, through design and technology to the main feeder secondary school, and with other primary schools in the area.

Governors have a good understanding of the school's strengths and weaknesses and are beginning to challenge as well as support the school in order to improve. The headteacher is providing very good leadership and direction and has a sharp focus on improving pupils' progress whilst maintaining the strengths of the school. There is a relatively new senior leadership team that is developing well. They have an accurate view of the school because the monitoring of teaching and learning takes place regularly. Subject leaders are good and beginning to monitor individual pupils' progress against their targets, but this as yet does not regularly inform some further action. Finances have been used appropriately to promote improvement in areas designated as weak and there is evidence of a rise in standards. Improvement planning is good. It is linked to accurate self-evaluation: everyone in the school knows what needs to be done to improve further and they are fully committed to improvement. Given recent progress, the structures and the challenging targets set, the school demonstrates good capacity to improve further.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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	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

25 September 2008

Dear Pupils

Inspection of Broomfield Primary School, Chelmsford, CM1 7DN

Thank you for making Mrs Pangbourne, Mr Cousins and I so welcome when we visited your school. We enjoyed meeting and talking with you.

Broomfield Primary School is a good school. You seem to really enjoy the lessons and you get off to a good start when you begin in the Early Years classes. Most of you reach the expected standards or above in English, mathematics and, recently, science. You are making better progress than you were but we have asked the school to improve this further by making sure they track even better how well you are reaching your targets. You can also play your part by getting to know your own targets better.

Teaching is good and you clearly enjoy what you are doing, especially when you work in pairs or in groups. You work well with each other, the teachers and teaching assistants, and behave very well. You all want to 'have a go' in lessons and sometimes this slows things down, so you may have to be patient about waiting your turn in the future as we have asked teachers to speed things up! The school really is a very strong community, just like the words in the song you sang in that brilliant assembly, 'As One'. I really enjoyed hearing you sing so well.

Mrs Todd and all the teachers and teaching assistants take outstanding care of you and I hope you will continue to enjoy and do well at Broomfield Primary School.

Yours faithfully

John Williams

Her Majesty's Inspector