

Broadfield Community Primary School

Inspection report

Unique Reference Number	134220
Local Authority	Rochdale
Inspection number	328857
Inspection dates	15–16 June 2009
Reporting inspector	Terence Bond

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	397
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 Amir Khan
Headteacher	Mrs Kathryn Knight
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Sparrow Hill Rochdale Lancashire OL16 1QT

Age group	3–11
Inspection dates	15–16 June 2009
Inspection number	328857

Telephone number
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large primary school is situated close to the town centre in Rochdale. The school serves an area of high social and economic disadvantage and admits pupils from a wide range of ethnic backgrounds, of which children of Pakistani heritage form the highest percentage. The proportion of pupils whose first language is not English is exceptionally high compared with the national average, with Urdu, Punjabi and Bengali being spoken by most pupils. Many of the pupils are still in various stages of learning English as their second language. The school currently has a number of asylum seekers. Not all children join the school in the Nursery and some pupils, including those from abroad, do not join until Key Stage 2. The level of pupil mobility is well above the national average. The number of pupils with learning difficulties and/or disabilities is above the average. The school makes provision for children in the Early Years Foundation Stage in the Nursery and Reception classes. The school has achieved a range of awards, including Activemark and Healthy Schools award, as well as Investors in People and Work-Life Balance awards. The school provides a breakfast club for the pupils.

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. Pupils' personal development and well-being are good. The school is a happy community of friendly, smiling pupils who readily welcome visitors and who are keen to talk about the work they do. Parents are very supportive and some comment positively about the school's 'family atmosphere'. The headteacher and staff have a shared vision to bring about continuous improvement and have the welfare of the pupils at the heart of everything they do. Pupils say they feel safe, well cared for and have good opportunities to take part in a wide range of before and after-school activities. Pupils benefit from healthy snacks and understand the importance of exercise. They make a good contribution to the school community by carrying out various responsibilities within the school. Behaviour is good and pupils learn to appreciate the feelings of others. Pupils have a satisfactory preparation for the next phase of education and their future life. They learn good skills of cooperative working but academic standards are well below average.

Children settle well in the Early Years Foundation Stage and make satisfactory progress. Their personal development and welfare are well provided for. By the end of Year 2 most pupils have continued to make satisfactory progress. Although standards are below average by the end of Year 2, they have improved considerably over the last two years, stemming earlier underachievement. Standards by the end of Year 6 have been well below average for a number of years and were particularly low in 2008. Recently introduced strategies to identify and support pupils who are falling behind, and the school's involvement in an intensive support programme are having a positive impact on raising standards and reducing underachievement. Pupils' current work shows that standards are improving and pupils are making satisfactory progress. Nevertheless, although the standards being reached by pupils at the end of Year 6 in English, mathematics and science are much improved on those attained in the 2008 national tests, they remain well below average. Too few pupils reach the nationally expected standards, particularly in mathematics. The school responds well to managing a highly mobile pupil population, particularly at Key Stage 2. A number of pupils with little or no English are effectively supported in learning English as an additional language and, as a result, make good progress.

The quality of teaching and learning is satisfactory overall and sometimes good. In good lessons, tasks and activities are closely matched to the needs of the pupils and they make good progress. However, this good practice is not yet consistent enough throughout the school to ensure that all pupils, particularly the most able are challenged to reach their full potential. Although the curriculum provided by the school is satisfactory overall, teachers increasingly take account of the interests of pupils and provide a wide range of enrichment activities. Pupils appreciate this as it adds to their enjoyment of school as well as enabling them to learn about life in other communities, both nationally and internationally. Care, guidance and support are satisfactory. The school places great emphasis on pastoral care and its effective partnerships to promote pupils' well-being. However, teachers' marking does not always give pupils enough guidance on how to improve their work and the next steps in their learning.

Leadership and management are satisfactory. Subject leaders are beginning to develop their roles, but it is too early to see a measurable impact of their work in improving the school end of year results. Governors are an active presence in the school and speak passionately about their role in supporting the work of the school. The school's capacity to make further improvement and the improvement since the last inspection are satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 3

When most children start Nursery their skills are well below those expected for their age, particularly in relation to language and communication skills. Staff ensure that they have a settled start in school life, visiting the children at home and establishing good relationships with parents. Teachers have created a sense of teamwork and have planned an interesting indoor and outdoor learning environment. This helps the children to feel safe and secure and enjoy their learning. The care given to the children is good. Whatever their starting points, children make satisfactory progress through the Early Years Foundation Stage. When children join Year 1 their attainment is often below age-related expectations. Leadership and management in this key stage are satisfactory and ensure a smooth transition as the children move from the Reception class into Year 1. The staff team has recently evaluated its impact on children's progress and put in place a range of initiatives for improving children's achievement, which, as yet, have not had time to fully impact upon standards attained by the end of Reception.

What the school should do to improve further

- Improve the rate of pupils' progress, particularly in mathematics, so that more pupils reach nationally expected standards by the end of Year 6.
- Extend the best practice within the school to ensure that teaching is consistently good and lessons provide challenging activities for more able pupils.
- Give pupils more information on the next steps in their learning and how to improve their work.

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

Pupils enter Year 1 with skills that are below average. By the end of Year 2 their standards remain below average across all subjects and their progress is satisfactory. In the national tests for 2008, standards at the end of Year 6 were exceptionally low and pupils did not make enough progress. Inspection evidence and the school's own assessments show that pupils are now making satisfactory progress in Years 3 to 6, although standards are still well below average at the end of Year 6. Underachievement is being addressed and standards are improving throughout the school in response to focused strategies and intensive support from local authority consultants. Most pupils are on course to meet the challenging targets set for them, but not enough more able pupils are achieving above average standards. The school has responded effectively to the ever changing and challenging circumstances, especially in managing the high mobility of pupils at Key Stage 2. Pupils with learning difficulties and/or disabilities make good progress. For the minority of pupils who are at the very early stages of learning English as an additional language, the good support they receive in lessons, together with the wide range of programmes to encourage their learning, results in them making good progress.

Personal development and well-being

Grade: 2

Pupils' good spiritual, moral, social and cultural development reflects the school's caring ethos. Pupils are keen to carry out roles and responsibilities which make a significant contribution to the school community, such as acting as play leaders and eco-monitors. Members of the school council talk proudly of their particular responsibilities. Pupils know how they can stay safe and keep fit and healthy. Pupils behave well in classroom and around the school. They are very polite and courteous and keen to welcome visitors to the school. Attendance is satisfactory and is improving as a result of effective procedures to reward and encourage punctuality and attendance. Pupils express great loyalty to their school. Most enjoy learning and are very supportive of one another. Pupils' low academic standards places some limitations on how well prepared they are for the next phase of their education and future life. However, they learn to work cooperatively, develop good skills in information and communication technology (ICT) and benefit from being involved in the business enterprise activities the school provides. As such, the development of skills for future economic well-being is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with some good elements. The most effective teaching and learning are characterised by a lively pace that engages pupils, with lessons organised to provide a range of activities matched to individual needs, including more able pupils. In these lessons, teachers use questioning techniques to good effect. Many pupils comment that they like the lessons because 'they are interesting and involve lots of different opportunities to do exciting things'. For example, the use of talking partners enables pupils to discuss their thinking with their classmates. In other lessons there is not enough challenge, particularly for more able pupils, and pupils are unclear about what they need to do to succeed. This means their progress is limited to a satisfactory level. Resources, such as interactive whiteboards, are generally used effectively during the introductory part of lessons. There is effective support from teaching assistants for pupils with learning difficulties and/or disabilities, as well as for those in the very early stages of learning English as an additional language.

Curriculum and other activities

Grade: 3

The school is continually developing its curriculum and this is increasingly taking account of the interests and needs of pupils across the range of abilities and ensuring that they have equal access to it. There is a strong focus upon developing learning and skills through 'hands-on' practical activities which pupils clearly enjoy. The emphasis upon developing basic skills is satisfactory and good provision is made for linking learning across subjects. ICT is used effectively to support learning. The curriculum is enhanced and enriched by a range of visits to the local community. Provision is made for a residential visit which extends pupils' learning and enjoyment. The curriculum is further enhanced by the use of specialist teachers such as in music. Pupils have the opportunity to learn French and Spanish. Links with other schools in the community ensure that pupils with particular gifts and talents are provided with the opportunity to help them learn and develop. Pupils take part in activities that help to develop their understanding of the world of business. A good example of this is when Year 4 pupils planned and managed

a café in school, which contributed well to the pupils' understanding of economic well-being. The curriculum enables pupils to learn about the diversity of communities in other parts of the country, as well as other parts of the world, such as the email link with a school in Canada.

Care, guidance and support

Grade: 3

The quality of pastoral care is good and underpins good personal development. The school is a caring and outward looking community which welcomes new arrivals and visitors, and works in partnership with other schools and external agencies. Parents value the care given to the children and also value staff commitment. Safeguarding procedures meet current government requirements. Pupils with learning difficulties and/or disabilities are well supported and make good progress. Pupils who start school with little or no English make good progress in language acquisition as a result of well-targeted support. Academic guidance to help pupils understand how to improve their work is not consistent. There are examples of good practice but marking is not always sufficiently focused on areas to improve, and targets in some classes are not well used to promote sustained improvement.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides clear direction for the work of the school to promote pupils' good personal development and is strongly committed to their welfare. She is ably supported by senior leaders and an enthusiastic staff. Underachievement, particularly at Key Stage 2, is beginning to be tackled effectively and the rate of pupils' progress is increasing.

Improved tracking procedures have recently been introduced and these now provide a clearer picture of the achievement of individuals and groups of pupils. This has enabled the setting of more realistic and challenging targets, and the information is being used appropriately to inform future school improvement planning, but it is too early to see a measurable impact in terms of raising standards and achievement.

Governors are very supportive and are particularly keen to help the school improve. They have an active presence and talk passionately about their roles and responsibilities. This friendly, cohesive school understands and reaches out to meet the needs of the local community and beyond, through links with contrasting schools both nationally and internationally. Facilities for ICT are used well in helping pupils to acquire key skills in this aspect. Equality of opportunity and the understanding of diversity are promoted well. Successful arrangements such as the high quality bilingual support remove many of the barriers to learning that pupils must overcome. The school has developed a range of extended services of which it is justifiably proud and which parents and carers value. There is efficient management of the budget and in the deployment of resources, including staffing. The school provides satisfactory value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
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	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	3

The quality of provision

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

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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**

Thank you all for your help during the recent inspection of your school. You made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us and tell us about your school. We also had a good response to the parental questionnaire. It was pleasing to see how much your parents appreciate both the close ties that are developing with staff and their involvement in school and your learning.

You go to a satisfactory school, which has some good features. When we visited your school we saw that there is much for you to do and enjoy, like the interesting after-school clubs and all the trips and visitors that are arranged for you. We could see how well you get on with your teachers and how much you like school. We were impressed by your good behaviour and concentration in lessons. Overall, you are making satisfactory progress, including the children in Nursery and Reception. However, the standards that you reach in English, mathematics and science by the end of Year 6 are not as high as they should be. We have asked your teachers to help you improve in these subjects, but especially in mathematics. We know that your teachers care a lot about you and we have asked them to make sure that those of you who sometimes find work easy are given tasks that will make you think really hard! Sometimes the marking of your work tells you how you can do better but there is not enough of this so we have also asked your teachers to improve the written guidance they give you.

We know that leaders and managers are working hard to improve your school. We hope you will play your part in helping to achieve the improvements. You can do this by continuing to work hard and trying to reach the targets your teachers set for you.