

Broomfield School

Inspection report

Unique Reference Number	121359
Local Authority	North Yorkshire
Inspection number	331417
Inspection dates	12–13 November 2008
Reporting inspector	Christopher Keeler HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	238
Appropriate authority	The governing body
Chair	Mr R Slater
Headteacher	Mrs Susan Gill
Date of previous school inspection	February 2006
School address	Broomfield Avenue Northallerton North Yorkshire DL7 8RG
Telephone number	01609 774050
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. The inspectors visited 12 lessons and parts of lessons, an assembly, and held meetings with staff, pupils and the chair of the governing body. They observed the school's work and looked at documentation provided by the school, such as the school improvement plan and records of pupils' progress and test results. The lead inspector also analysed the 69 questionnaires returned by parents and 16 completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress and achievement in writing
- the quality of teaching and learning
- the role and impact of subject leaders
- the quality of provision in the Early Years Foundation Stage (EYFS).

Information about the school

Broomfield Primary School serves an area characterised by generally favourable socio-economic circumstances. The current headteacher was appointed in September 2008. This followed a period of six months during which the school was led by two interim headteachers. Before and after school care is provided on site. This provision is not managed by the school and is subject to separate inspection arrangements. The school was awarded Healthy Schools status in September 2008.

Further information about the school

	School's figures	School's figures compared with other schools
School size	238	Average
Free school meals	1.7%	Well below average
Proportions of pupils with learning difficulties and/or disabilities	6.5	Well below average
Proportion of pupils from minority ethnic groups	4.2	Well Below average
Proportion of pupils who speak English as an additional language	1.6	Well below average
Proportion of pupils with a statement of special educational needs	1.3	Well below average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Broomfield Primary School provides a satisfactory education for its pupils. The quality of the relationships between pupils and staff is good and, as a result, there is a strong sense of family in which pupils are happy and keen to learn. The quality of: support, guidance and care; pupils' personal development; and provision for children in the Early Years Foundation Stage (EYFS), is good.

By the end of Key Stage 2, attainment is above average in mathematics and science. Attainment in English, however, is in line with the national average. This is because pupils do not make sufficient progress in writing throughout the school. The proportion of pupils attaining above average standards for their age is well below the national averages by the end of Key Stages 1 and 2. There has been a significant decline with regard to pupils' standards in writing since 2006. This has impacted on the quality of work in the foundation subjects, which is satisfactory. Areas for improvement identified at the time of the previous inspection have been addressed. The recently appointed headteacher has a very good understanding of the school's strengths and weaknesses and has formulated a detailed school improvement plan designed to address the school's weaknesses. The capacity to improve is satisfactory.

What does the school need to do to improve further?

- Improve pupils' achievement in writing, particularly in relation to the proportion that attain an above average standard for their age by the end of Key Stage 1 and Key Stage 2.
- Develop the subject leaders' role so that they make a greater contribution to raising standards.
- Improve the quality of marking, so that pupils know how well they are doing and what they must do to improve.
- Increase pupils' understanding of the UK and global communities so that they value ethnic and cultural diversity and promote shared values more.

How well does the school meet the needs of individuals and different groups of pupils?

3

Pupils commence school in two mixed Reception/Year 1 classes with skills that are broadly typical for their age, and they make good progress. Pupils continue to make good progress, particularly in reading and mathematics, and, by the end of Key Stage 1, attainment is above the national average. Although attainment in writing is slightly above the national average, standards have steadily declined over the past three years. Progress in Key Stage 2 is more variable within year groups and between subjects. By the end of Key Stage 2 standards in mathematics and science are high. However, this is not the case in English, where standards are in line with the national average. In 2008, no pupils attained an above average standard for their age in writing. Standards in English and in writing in particular have been falling since 2006 in both Key Stage 1 and 2. As a consequence, limited writing skills mean that standards in the foundation subjects are not as good as they might be. The school leadership is well aware of the weakness in English and appropriate plans are in place to tackle the issue. Pupils with learning difficulties/and or disabilities make good progress and achieve well because of early intervention and well structured programmes of work.

Pupils' behaviour and attendance is good. They display good working habits, particularly when working collaboratively during lessons and this supports their learning well. Pupils know how to stay safe and have a good understanding of what constitutes a healthy lifestyle. Incidents of bullying are rare. However, pupils are confident that if such incidents were to occur they would be dealt with effectively. Pupils' spiritual, moral and social development is good but cultural development is satisfactory. This is because the school does not cater sufficiently well for developing pupils' understanding and awareness of cultural diversity.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
Pupils' attainment ¹	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	3

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The quality of the school's work

The quality of teaching and learning is satisfactory because it is variable as pupils move through the school. This variability is one of the reasons why standards in writing and the foundation subjects are not as good as they should be. Where teaching and learning is good, planning is focussed sharply on the learning needs of pupils, lessons are conducted with good pace and pupils are motivated and engaged in interesting activities. Learning is enhanced by questioning that encourages pupils to think and articulate their thoughts and plenary sessions that bring together key elements of the lesson. Satisfactory teaching is characterised by lessons that do not always cater sufficiently for individual needs, a lack of challenge, often for the more able, and low expectations with regard to pupils' work, especially in relation to writing. Pupils' progress is effectively monitored through termly and annual assessments. The use of assessment to inform teachers' planning based on what pupils can and cannot do during lessons is less well developed. There are some good examples of marking that is evaluative and informative, making clear to pupils what they must do to improve. However, this is not widespread and restricts pupils' progress. The curriculum is broad and balanced and is accessible to all pupils. However, opportunities to apply writing skills in other subjects are limited. Good partnerships with local schools enable pupils to take part in a range of sporting activities as well as a 'master class' in mathematics. The support, guidance and care offered to pupils are good and are apparent in the very good relationships that exist between staff and pupils and in the safe learning environment. At the time of the inspection safeguarding requirements were met.

These are the grades for the quality of provision

High quality teaching and purposeful learning	3
Effective assessment and academic guidance	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	3
Support, guidance and care	2

How effective are leadership and management?

The headteacher, although only in post a short time, provides good leadership and has a clear educational vision. She has a very good understanding of the school's strengths and weaknesses based on rigorous and accurate self-evaluation. The school improvement plan contains appropriate measures to take the school forward. Subject leaders are not as effective as they might be, even though standards in mathematics have improved in 2008 due in part to the work of the subject leader in analysing past pupil performance and amending the curriculum accordingly. Subject leaders are not sufficiently involved in analysing data, monitoring teaching and learning and reviewing the curriculum. This is particularly, but not exclusively, evident in English. The governing body is very supportive of the headteacher as she steers the school in a new direction. Her approach focuses on closer and more

productive relationships with parents, so that they can support their children's learning, consistently good levels of teaching and learning and high standards in all areas of the curriculum. Governors are developing the knowledge and understanding required to hold the school to account for pupils' achievement. A strong sense of community has been established within the school and good links made with the immediate locality. Pupils, however, do not have a good understanding of the UK and global communities in terms of ethnic and cultural diversity and as such they are not being well prepared for life in multicultural Britain.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	3
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	3
Developing partnerships with other providers, organisations and services	3
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	3

Early Years Foundation Stage

The quality of provision in the EYFS is good and children achieve well. At the time of the previous inspection the school was required to raise standards in the EYFS by giving more opportunities for children's physical development through improving the outdoor provision. This has been recently addressed and the impact can be seen in children's developing manipulation and coordination skills. On entry to the school's Reception classes, children have skills and abilities which are broadly typical for their age, although some are below with regard to social and communication skills. Children make good progress in all areas of development so that by the time they enter Year 1 the majority are in line with national expectations and many exceed them. Staff assess children's progress well and use their observations to plan appropriate activities designed to take their learning forward. Good quality relationships, a stimulating environment and effective teaching are the reasons why children make good progress. Staff in the EYFS work well as a team and this can be seen through the planning and organisation of the learning environment which they manage well on a day-to-day basis.

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 the children in the EYFS promoted?*	2
How effectively is the provision in the EYFS led and managed?*	2

* Common judgements made across all inspections of the EYFS

Views of parents and carers

The overwhelming majority of parents are fully supportive of the school. They recognise and appreciate that it is a happy school where their children feel safe and enjoy learning, and where very good relationships exist between staff and pupils. Parents recognise that the headteacher has not been at the school very long, but acknowledge that the school is entering a new era. They like the way that the headteacher and staff are accessible and look forward to developing a close home/school partnership in order to support their child's learning.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



14 November 2008

Dear Pupils

Inspection of Broomfield School, Northallerton, North Yorkshire, DL7 8RG

Thank you for making me so welcome when I visited your school recently. I enjoyed talking to you, especially the school council who conducted themselves in a very responsible and mature manner. I learned a lot. Currently your school is giving you a satisfactory education. Here are some of the most important parts of the inspection report that I thought you might like to know about.

- Your school is well led by the headteacher who has a good idea of what she wants to do to improve the school.
- Your personal development is good and you really enjoy your time in school.
- Your behaviour is good and you look after each other well.
- The school does a good job in making sure that you all feel safe, settled and secure.

To improve further, I have suggested that the school does the following:

- improve standards in writing
- give your teachers opportunities to see how well you are learning and being taught
- make sure that when teachers mark your work you are told how good it is and also how you can improve
- provide opportunities for you to develop a greater understanding and awareness of people from different cultural backgrounds.

Thank you again for all your help.

Yours sincerely

C Keeler
Her Majesty's Inspector

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