

Broadfield Primary School

Inspection report

Unique Reference Number	105676
Local Authority	Oldham
Inspection number	336536
Inspection dates	10–11 May 2010
Reporting inspector	Julie Price Grimshaw

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 of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Mrs S Beasley
Headteacher	Mrs Patricia Stennett
Date of previous school inspection	16 July 2007
School address	Goddard Street Oldham Greater Manchester OL8 1LH
Telephone number	0161 6653030
Fax number	0161 6653030
Email address	head@broadfield.oldham.sch.uk

Age group	3–11
Inspection dates	10–11 May 2010
Inspection number	336536

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons taught by 12 teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' books, improvement planning, policy documents, national published assessment data and the school's own records which monitor progress. Inspectors also analysed 100 questionnaires from parents and carers as well as the views of a selection of pupils and staff.

- Evidence on the sustainability of improvements in pupils' achievement indicated by 2009 data.
- The effectiveness of the school's provision for the growing number of pupils who speak English as an additional language.
- Evidence of the impact of the school's recent work on developing teachers' use of assessment.

Information about the school

This is a larger than average school. The proportion of pupils entitled to free school meals is above average. The number of pupils with special educational needs and/or disabilities is above average. The proportion of pupils from minority ethnic backgrounds is well above average and the majority of these pupils speak English as an additional language. The school has recently gained the National Healthy Schools Status.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Visitors to Broadfield are greeted by smiling and courteous pupils eager to say 'Welcome to our school!' Pupils are keen to talk about how much they enjoy their learning, how everyone in the school gets on well together and the numerous opportunities they have to express their views and contribute ideas. Their contribution to the school community is outstanding. One pupil summed up the views of many in the comment, 'This school is really, really good – everyone takes care of us and it is a very friendly place.' Inspectors agree that this is a good school.

Pupils have good reason to be proud of their school. Since the last inspection significant improvements in the school's work have led to a rising trend in pupils' achievement. From their below average starting points in Year 1, pupils make good progress and their attainment by the end of Year 6 is broadly average. Current data and inspection evidence suggest that this trend is set to continue. The school's outstanding work in promoting equality of opportunity is evident in the good progress and achievement made by all groups of pupils, including those with special educational needs and/or disabilities. Pupils who speak English as an additional language make at least good progress as a result of the school's strong emphasis on language development. Children make good progress in the Early Years Foundation Stage as a result of effective provision. However, evidence of children's progress is not always recorded and shared in a clear and coherent way.

The quality of teaching has improved since the last inspection and most teaching is now good or better. Recent work on developing teachers' use of assessment is beginning to have a positive impact on pupils' progress. Pupils benefit greatly from assessing their own and each others' work, while high-quality feedback from teachers gives clear and precise guidance on how work can be improved. A small minority of lessons, however, are too teacher-led and this slows progress as pupils are not given enough opportunities to direct their own learning. The curriculum continues to be developed in response to feedback from staff and pupils so that it meets the needs of all. Good-quality care ensures that pupils feel safe and secure. The school's work in partnership with parents and carers is outstanding and this is beginning to pay dividends. Parents and carers are keen to support their children's learning at home and are becoming increasingly involved in the school community.

These improvements have been largely due to the strong leadership of the headteacher, who has successfully built a highly dedicated and committed team of staff. There is a very well-established cycle of monitoring, evaluation and action planning linked closely to professional development for staff. Leaders at all levels are highly effective in communicating their ambitions for the school and staff respond with determination and

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

Please turn to the glossary for a description of the grades and inspection terms

vigour. Accurate and incisive self-evaluation and good-quality planning mean that the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Ensure that all lessons include sufficient opportunities for pupils to direct their own learning.
- Develop systems for recording and sharing evidence on the progress of children in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils**2**

Pupils take great pleasure in their learning. They work very well together in pairs and groups, but also have good independent learning skills. This was evident in a Key Stage 2 science lesson where pupils' effective teamwork enabled them to make good progress in developing their understanding of reversible and irreversible change. Pupils' enjoyment of learning supports their good achievement, with attainment in English and mathematics having risen in recent years to average levels. Pupils make particularly good progress in science.

Behaviour is consistently good, with some outstanding behaviour evident both in and out of lessons. Pupils have a good awareness of their own and each other's safety and say that they feel safe in school. Even the youngest pupils have a good understanding of the importance of diet and many pupils take advantage of the numerous opportunities to participate in sports.

Pupils' strong commitment to the school community is very clear. They respond with great enthusiasm to the chances they have to take on responsibilities. Pupils know that their opinions are highly valued and are confident that their views make a difference to the running of the school. There is much involvement in the local community and pupils are proud of their fundraising for a range of charities.

Attendance is broadly average and the majority of pupils respond well to the school's strenuous efforts to promote good attendance. However, a minority of parents and carers insist on taking their children on extended leave. Pupils have secure literacy and numeracy skills and their skills in information and communication technology (ICT) are well developed. This, together with a range of activities related to financial awareness, means that they are well prepared for the future.

Pupils' spiritual, moral and social development is good. They respond well to the school's emphasis on empathy and give careful consideration to each other's views. Pupils' cultural development is excellent: they have extensive knowledge of a range of faiths and cultures.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching is good, with several examples of outstanding teaching observed during the inspection. For example, in a lesson on characteristics of a dramatic plot, the teacher skilfully helped pupils to use their own resources to clarify and develop their understanding. Regular pauses in the practical activity, during which the teacher helped pupils to reflect on their developing skills and understanding, helped them to take stock of their learning and make rapid progress. In the few lessons where teaching was satisfactory rather than good there was too much direction from the teacher, which limited pupils' opportunities to work independently and therefore slowed progress.

In its drive to devise a curriculum that enthuses and inspires pupils, the school has worked very effectively to gather pupils' views on their preferred topics and methods of learning. The result is a good curriculum that builds progressively on pupils' developing skills, particularly in literacy, numeracy and ICT. Opportunities for enrichment are good and have the added bonus of strengthening links within the local community. For example, some very effective work on ICT is carried out in collaboration with the local cricket club and pupils visit places of interest such as Oldham Art Gallery. There are numerous extra-curricular activities available as part of the provision offered within the local cluster of schools.

High-quality pastoral care helps pupils to feel safe and secure. They know that there is always someone there to offer help and support should they need it. Of particular note is the very effective way in which the school works with families. Pupils with special educational needs and/or disabilities, together with pupils whose circumstances make them vulnerable, are supported well through good collaborative work with a range of

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

Please turn to the glossary for a description of the grades and inspection terms

external agencies. Those who are at risk of underachieving are identified promptly and support is quickly put in place. The school then monitors and evaluates the impact of this support on pupils' progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the previous inspection the headteacher has worked with relentless determination and drive to bring about a range of significant improvements to provision that in turn have had a positive impact on pupils' outcomes. The work of the school's leaders in sharing their corporate vision for the school's future is outstanding. Morale is very high: staff responses to the questionnaire were entirely positive, with many staff commenting that they feel highly valued and are proud to play their part in improving the school. Rigorous monitoring of teaching has helped staff to improve their practice with the result that teaching is now good and improving.

Governors know the school well. Through their involvement in self-evaluation they are acutely aware of the school's strengths and areas for development. They work effectively with staff to tackle weaknesses, offering challenge and helping the school's leaders to explore a wide range of issues. They help to ensure that the school's good procedures for the safeguarding of pupils are applied consistently, are effective and meet current requirements

The school has established exemplary relationships with parents and carers. They are invited to a variety of interesting and highly relevant events in school. For example, an excellent session on internet safety was well attended and parents' and carers' evaluations of the session were extremely positive. There is effective communication between home and school through telephone, email, the school's website and mobile telephone text messaging.

The school's outstanding promotion of equal opportunities is evident in every aspect of its work. Extensive data on the performance of different groups of pupils is used very well to ensure that none is disadvantaged. The school works very successfully to eliminate discrimination of any kind, with the result that pupils from a wide range of backgrounds work happily together and are keen to support each other's learning. Community cohesion is promoted well and the school's work in this area makes a strong contribution to pupils' excellent cultural development.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, children's skills on entry to the Nursery are well below typical age-related expectations, particularly in communication, language and literacy. Good-quality provision, in particular the very strong emphasis on the development of spoken language, ensures that all make good progress in the Nursery and Reception classes. The learning environment in the Early Years Foundation Stage is bright, colourful and stimulating, with a very wide range of appealing resources. The outdoor area reflects the indoor classrooms and is structured in a way that helps children to extend and consolidate their learning. For example, after completing some numeracy work involving pictures of ladybirds, children were delighted to see this theme continued in images and toys in the outdoor area.

Good teaching, characterised by effective use of praise and encouragement, supports children's progress well. The calm, welcoming and harmonious atmosphere helps children to settle quickly and become absorbed in their learning. From the earliest stages they learn to share resources and to be kind to each other. This could be seen in the way that several Nursery children spontaneously broke off pieces of their modelling dough to give to a classmate who had none. Good relationships are established with parents and carers, who enjoy helping the children to write their names at the start of each day.

The Early Years Foundation Stage is well led and managed. The recently appointed leader has clear plans for future development and both day-to-day and longer-term planning is carried out collaboratively. Staff carry out regular assessments of children's

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

Please turn to the glossary for a description of the grades and inspection terms

progress, but this evidence is not always gathered and presented in such a ways that enables progress to be shared and celebrated with parents and carers, and other personnel.

Children quickly develop confidence in the Early Years Foundation Stage. By the time they enter Year 1, their skills are generally below average, but this represents at least good progress for the great majority of these children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately one third of parents and carers completed the questionnaire. Almost all expressed satisfaction with the school's work. A very small minority felt that their children were not making enough progress and a few expressed concerns about the way in which the school managed pupils' behaviour. Inspectors found that the very large majority of pupils make at least good progress, and that the school manages pupils' behaviour well.

Many parents and carers praised the school's work, a typical comment being: 'I am very happy with every aspect of my child's school life. The school meets all our needs perfectly.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	43	35	54	2	3	0	0
The school keeps my child safe	35	54	29	45	1	2	0	0
The school informs me about my child's progress	30	46	33	51	1	2	0	0
My child is making enough progress at this school	29	45	29	45	6	9	0	0
The teaching is good at this school	33	51	27	42	3	5	0	0
The school helps me to support my child's learning	30	46	29	45	1	2	1	2
The school helps my child to have a healthy lifestyle	28	43	34	52	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	32	38	58	3	5	0	0
The school meets my child's particular needs	25	38	36	55	3	5	0	0
The school deals effectively with unacceptable behaviour	30	46	28	43	4	6	1	2
The school takes account of my suggestions and concerns	25	38	37	57	2	3	0	0
The school is led and managed effectively	30	46	32	49	2	3	0	0
Overall, I am happy with my child's experience at this school	33	51	28	43	4	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 May 2010

Dear Pupils

Inspection of Broadfield Primary School, Oldham, OL8 1LH

As you know, I visited your school recently together with two other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that your school was good and we agree with you. The staff work well to help you make good progress so that by the time you leave school your attainment in English, mathematics and science is in line with the national average. You behave well, both in and out of lessons, and we were thrilled to see how you support and help each other. You have lots of opportunities to contribute to your community and we know that you love to do this. You are rightly proud of your charity work, and we are very glad that you are encouraged to give your opinions and ideas on how your school can get better and better. One of the things that really impressed us was the way that you all get on so well together. Also, your knowledge of different religions and cultures is excellent!

In lessons you work really well, especially in pairs and teams. We saw some fantastic lessons where you took a lot of responsibility for your own learning. We have suggested that the school tries to make sure that this happens in all lessons. The children in Reception and Nursery enjoy their learning and make really good progress. We have asked the staff to think about how they can put together all the information they have on this progress so that it can be shared and so that everyone will be able to see how well these young children are doing.

Your school has improved in many ways over the last few years and this is mainly because your headteacher and the other leaders have worked so hard. We are delighted that you are proud of your school and wish you well in the future.

Yours sincerely

Julie Price Grimshaw

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.