

# Broadbent Fold Primary School and Nursery

## Inspection report

---

<b>Unique Reference Number</b>	106193
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336631
<b>Inspection dates</b>	19–20 October 2009
<b>Reporting inspector</b>	Stephen Wall

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Saxon
<b>Headteacher</b>	Mrs Deborah Mason
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Tennyson Avenue Dukinfield Cheshire SK16 5DP
<b>Telephone number</b>	0161 3039411
<b>Fax number</b>	0161 3049214
<b>Email address</b>	head@broadbentfold.tameside.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 October 2009
<b>Inspection number</b>	336631

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at assessment data and the systems for tracking pupils' progress, school policies, the development plan, questionnaires returned from pupils and staff and 115 questionnaires from parents and carers.

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

- how well pupils achieve and the progress they make
- the quality of teaching and learning across the school
- the effectiveness of the school's self-evaluation.

## Information about the school

This is a slightly smaller than average school in which the proportion of pupils entitled to free school meals is below average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The school holds the Activemark award. There have been several staffing changes since the last inspection including the appointment of a deputy headteacher who has been unavoidably absent for some time.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school offers a satisfactory and improving quality of education. It has many significant strengths. The school fosters a 'family atmosphere' in which relationships are exceptionally strong. This leads to pupils feeling extremely safe in school and to high levels of enjoyment resulting in outstanding attendance levels. The school also fosters and enjoys excellent relationships with parents and carers almost all of whom are supportive of the school's work. Many praise how well it cares for their children. 'I am glad I chose this school for my children. They love going to school and I am pleased that they spend each day in such a caring environment where they are flourishing,' is typical of their comments. At the heart of the school is outstanding provision for pupils' care, guidance and support which helps them develop into confident and mature young people. Pupils' behaviour is good in lessons and around school. They are polite and welcoming. Pupils work and play in a harmonious environment where everyone is valued equally.

Pupils make satisfactory progress in their learning to attain broadly average standards by the end of Key Stages 1 and 2 in response to teaching which is satisfactory overall. Standards are showing signs of improvement as the school's improved systems to check on pupils' progress and a concentration on improving pupils' numeracy skills start to take effect. Much remains to be done, however, to improve the quality of teaching and its impact on pupils' progress. While teachers plan their lessons well, too much teaching lacks pace and the questions teachers pose are frequently too easy to encourage pupils routinely to think deeply around problems. Classroom teaching assistants are very effective when working with groups of pupils but too often they are not used actively enough and become bystanders. Systems and procedures to check pupils' progress towards targets are improving. However, teachers are not routinely using the information to match activities closely enough to the needs and abilities of different groups and sometimes pupils wait for others to catch up. Leaders and managers monitor the teaching and learning regularly but accept the need to add more rigour to their procedures.

The leadership team understands the school's strengths and the areas where it needs to improve. It is rigorously tackling the school's weaker areas, such as the assessment of pupils' progress, and this is resulting in rising achievement, especially in mathematics. This demonstrates the school's good capacity to improve further.

## What does the school need to do to improve further?

- Raise the quality of teaching and the rate of pupils' learning in Key Stages 1 and 2

**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

by:

- adding extra pace and vitality to teaching
  - making sure that teaching assistants are used effectively at all times to support teaching and learning
  - making sure that teachers set tasks which match closely the needs and abilities of different groups of pupils
  - making sure that teachers routinely ask challenging questions to encourage pupils to think more deeply about their answers
  - monitoring the quality of teaching and learning more rigorously.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Children get off to a good start in the Early Years Foundation Stage, where teaching is good. During Key Stages 1 and 2 pupils' personal development continues to flourish while their academic progress and achievement slow because teaching is satisfactory. From broadly average starting points, attainment at the end of Key Stage 2 is also broadly average, although for the last two years standards have been improving, especially in mathematics. Positive relationships and pupils' resulting good behaviour mean that pupils have good attitudes to learning. In some lessons pupils' willingness to learn and to work hard enable them to make satisfactory progress even when teaching does not fully engage their interest. When given the chance, pupils enjoy working independently. They work most successfully in pairs, where they are keen to bounce ideas off each other. All groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress.

Pupils' happy, welcoming faces show their enjoyment and how outstandingly secure they feel in the school's nurturing and caring environment. Their social, moral, spiritual and cultural development is good. They show good understanding of right and wrong and good levels of respect and tolerance for others. They enjoy taking on responsibilities by becoming play leaders, for example. Pupils are very active in raising money for charities and are rightly proud of their achievements in this area. Rising levels of attainment and the school's success in fostering good levels of confidence and positive attitudes to learning mean that most pupils are set fair to take advantage of the next stages of their schooling when they leave.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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

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

### How effective is the provision?

Satisfactory teaching overall in Key Stages 1 and 2 acts as a brake on most pupils making better than satisfactory progress. However, improvements to the effectiveness of assessment procedures and making the curriculum more relevant to pupils are starting to have a positive impact on raising attainment and achievement. Pupils enjoy the opportunities that they have to do topic work, which gives them the chance to pursue their own ideas and encourages their skills as independent learners. Pupils are very enthusiastic about the range of enrichment activities the school provides. Participation rates are high. Sports feature heavily in the extra-curricular provision and there is an impressive and popular school choir. The enrichment opportunities add significantly to pupils' enjoyment and adoption of healthy lifestyles.

Caring for its pupils is at the heart of the school's provision. Pupils say that the adults working with them are always approachable and help pupils to sort out any problems. Good arrangements for transition ensure that children settle quickly into the Early Years Foundation Stage. Older pupils feel confident about their move to secondary school because good links have been forged with local high schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

**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

<b>The effectiveness of care, guidance and support</b>	<b>1</b>
--	----------

## How effective are leadership and management?

Leaders and managers provide the school with a strong focus on improvement. Despite the many changes in staffing in recent years, good teamwork is evident in the pursuit of raising attainment and achievement. The fact that standards are rising illustrates that the quest for improvement is firmly embedded into the fabric of the school. Leaders and managers at all levels are strongly committed to equality and tackling discrimination. All groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress as a result. Safeguarding procedures are comprehensive. Statutory requirements are met. Attention to health and safety, including risk assessments, is meticulous. The school's promotion of community cohesion is satisfactory. While a harmonious school community is evident and the pupils are active in the local community, opportunities for pupils to explore foreign cultures and global questions are at an early stage of development.

Leaders have worked hard and successfully to reach out to parents and carers. For example, after consultation with parents and carers, arrangements for reporting on pupils' progress and achievements are now exemplary and are playing their role as part of the school's armoury in driving up standards. Governors know the school well. They are supportive of its work. Governors accept the need to ask more regular questions about the effectiveness of the school to hold it more rigorously to account.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**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

## Early Years Foundation Stage

Children get off to a good start to school in the Early Years Foundation Stage. From starting points which are broadly in line with those expected, children make good progress and achieve well to attain standards which are generally above age-related expectations by the time they enter Key Stage 1. Children work and play in a stimulating and well-equipped environment, especially inside. Leaders are planning to bring the outside provision and facilities up to an equally high standard. Children make good progress because teaching is good. It provides them with a range of appropriate learning opportunities with a good balance between teacher-initiated and child-chosen activities. Good leadership and management ensure that safeguarding children has a high priority and that necessary procedures are in place. The Early Years Foundation Stage leaders communicate high expectations. Procedures for tracking children's progress are effective in enabling their individual needs to be identified and planned for. Links with outside agencies are firmly established so that support for children's special educational needs and/or disabilities is quickly arranged.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

An overwhelming majority of parents and carers expressed positive support for the school and what it does for their children. Parents' and carers' support for nearly all aspects of the school's work was very high, especially for the way the school keeps pupils safe, how much their children enjoy school and how happy they are with their children's experience at school. Inspectors agree that these aspects of school life are among the school's strengths.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadbent Fold Primary School and Nursery 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	70	32	28	3	3	0	0
The school keeps my child safe	82	71	32	28	1	1	0	0
The school informs me about my child's progress	58	50	46	40	9	8	0	0
My child is making enough progress at this school	51	44	55	48	6	5	1	1
The teaching is good at this school	63	55	48	42	2	2	0	0
The school helps me to support my child's learning	59	51	50	43	4	3	0	0
The school helps my child to have a healthy lifestyle	68	59	42	37	1	1	1	1
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)	59	51	44	38	1	1	0	0
The school meets my child's particular needs	59	51	48	42	4	3	0	0
The school deals effectively with unacceptable behaviour	49	43	56	49	3	3	0	0
The school takes account of my suggestions and concerns	52	45	53	46	3	3	0	0
The school is led and managed effectively	72	63	35	30	1	1	0	0
Overall, I am happy with my child's experience at this school	77	67	36	31	2	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



23 October 2009

Dear Pupils

Inspection of Broadbent Fold Primary School and Nursery, Dukinfield, SK16 5DP

Thank you for your warm welcome to the inspectors when we visited your school recently. It was good to talk to many of you. What you told us was very helpful in enabling us to judge the different aspects of your school.

Overall, your school provides you with a satisfactory and improving quality of education. However, many aspects of your school are good and some are even better than that. It really is good to see your outstanding attendance levels – well done! You also told us how completely safe you feel in school because the adults working with you take good care of you. Your parents and carers also value the school highly and this shows what outstanding relationships the school has formed with them. One or two of you described the school as a 'happy family' and that is exactly what we found during our visit.

The progress you make is satisfactory overall. Your attitudes to learning are very positive and you work hard – again, well done! However, I am asking the school to make sure that the teaching you receive is improved so that it helps you make faster and better progress. In order to do this the following things need to happen.

- Teaching needs to be made more lively.
- Teachers need to make sure that classroom assistants are used effectively all the time.
- The questions teachers ask you need to challenge you more in your thinking and reasoning.
- Teachers need to make sure that what they ask you to do in lessons is closely matched to how easy or difficult you find learning.
- Senior leaders need to check the quality of teaching and learning more carefully.

I am confident that you will work with your teachers to make sure that your school carries on improving in the coming years.

I wish you the very best for the future.

Yours sincerely

Mr Stephen Wall

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](http://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](mailto:enquiries@ofsted.gov.uk).**