

Broadheath Primary School

Inspection report

Unique Reference Number	106289
Local Authority	Trafford
Inspection number	336651
Inspection dates	7–8 October 2009
Reporting inspector	Brian Holmes

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	165
Appropriate authority	The governing body
Chair	Mrs Kath Cozens
Headteacher	Mrs Jan Dyson
Date of previous school inspection	0 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, looked at pupils' work in classrooms and held discussions with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at its assessment data, evidence of activities and events, information about the curriculum, and monitoring and evaluation documents. Inspectors analysed 58 questionnaires returned from parents and carers, 41 questionnaires from pupils and 16 questionnaires from staff.

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

- the consistency of pupils' progress in English and mathematics in Key Stage 2 and whether teaching and curriculum provision have sufficient impact to improve standards of attainment
- how well the school provides for pupils with special educational needs and/or disabilities and those who are at an early stage of learning English as an additional language
- how well the school uses assessment to plan for and meet the needs of all the different pupils
- pupils' understanding of diversity in the community and the world beyond
- how effective all leaders, including governors, are in driving and sustaining the improvement of the school.

Information about the school

The school is smaller than average, but numbers have increased significantly since the previous inspection and the roll continues to rise. It is set in an area of social and economic disadvantage and experiences higher than average mobility, with families frequently moving in and out of the area. It has an Early Years Foundation Stage with Nursery-aged and Reception-aged children in separate classes. The number of pupils with special education needs and/or disabilities is higher than average, with an above average number of pupils with a statement of special educational needs. Most pupils are of White British heritage. Since the last inspection, the number of pupils from minority ethnic groups who are at an early stage of learning English as an additional language has increased significantly and is now broadly average. The school is a full service extended school offering a broad range of childcare, adult and family support services. In 2008 a children's centre was opened.

The school has gained a number of awards including Extended School status, Investors in People, the National Healthy Schools Award, Eco-Schools status, the Financial Management in School's Award, the Basic Skills Quality Mark, Education Extra and the local authority Inclusion Standard.

The school has childcare provision that is not managed by the governing body and was inspected separately.

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

Broadheath is a good school. It has outstanding features, particularly in relation to its provision for pupils' care, guidance and support, the excellent partnerships with others to promote learning and well-being and the effect this provision has on aspects of pupils' personal development. The headteacher explains her vision for the school simply as 'for each child to do the best they can' and the staff and governors work hard to make sure that this vision becomes a reality.

Children in the Early Years Foundation Stage progress well. This is because of the good quality of provision and effective leadership and management that ensure that they learn well both socially and academically in a safe and secure learning environment. In Key Stages 1 and 2 good teaching and curriculum provision ensure that pupils' rate of learning and progress are good. As a result, the standards attained by pupils in Year 6 are broadly average. Pupils achieve well from their different starting points with no notable variation in the achievement of different groups of pupils, including the significant number who join the school other than at the normal time. Their current work and the school's own data show that rates of progress are good across the school, including for pupils with special educational needs and/or disabilities and pupils who are at an early stage of learning English as an additional language. Although the curriculum is effective, the opportunities pupils have to apply their reading, writing and mathematical skills in all their subjects are satisfactory and not systematically planned in all subjects.

Pupils' behaviour, both in class and around school, is good and this makes a good contribution to their learning. Occasional instances of boisterous behaviour are managed well by staff. Pupils are keen to come to school and like the wide range of activities on offer, which illustrates the positive effect the school's provision has on pupils' learning. Stimulating activities, for example through the excellent partnerships forged by the school's extended school status, provide pupils with opportunities to make a positive contribution in both the local and the wider community. Through these activities and their lessons, pupils develop a good understanding of pupils from other backgrounds and communities, but their understanding of other cultures at a national and international level is underdeveloped.

The effectiveness of leadership and management is good with some significant strengths, which particularly impact on pupils' personal development. The headteacher's clear vision for enabling all pupils to achieve is shared by all staff and supported by effective systems for checking the school's work. Senior leaders and governors have an accurate picture of the school's performance and take positive action to address weaknesses identified. This concerted approach has resulted in good rates of progress

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and standards being maintained in line with the averages expected in all schools. Thus the school has consolidated its performance and has a good capacity to sustain its improvement and build on its successes.

What does the school need to do to improve further?

- Improve pupils' attainment from average to above average by:
 - providing more consistently planned opportunities for pupils to use their reading, writing and mathematical skills in all their subjects.
- Improve pupils' understanding of other cultures from satisfactory to good by:
 - providing more opportunities for pupils to learn about the similarities, as well as the differences, between their own culture and that of others, at a national and international level.

Outcomes for individuals and groups of pupils

2

Pupils respond well to the challenges they are set in lessons, showing good levels of engagement and sustained concentration and enjoyment. This was evident in a Year 5/6 numeracy lesson when pupils worked enthusiastically, using their knowledge of shapes to test hypotheses set by the teacher. For the most part, learning throughout the school is successful. It dips very occasionally when the pace of lessons drops when pupils are too directed by the teacher.

The school has maintained broadly average standards of attainment at the end of Year 6. This represents good achievement for the vast majority of pupils from their different starting points on entry to the school. Pupils with special educational needs and/or disabilities respond successfully to well targeted intervention programmes and support. They make good gains in their skills and confidence through the enhanced self-esteem they exhibit from successful learning. Pupils at an early stage of learning English as an additional language make good progress. Their improving speaking skills were evident in their good attention and sustained motivation.

Pupils have an excellent understanding of how to live healthily. They are closely involved through their excellent contribution in leading the 'Wake up shake up' sessions, as members of the Healthy Lifestyle Action Committee, and in making suggestions through the school council about healthy eating choices. They are extremely knowledgeable about the benefits of regular exercise and a healthy diet. They participate in a wide range of sports, with excellent take-up of the extensive sport related extra-curricular activities. Pupils say that they feel safe and that, although there is occasional bullying, it is quickly dealt with and they know who to go to if they have a problem. Pupils undertake many roles to contribute to the school's work including as play leaders and through the involvement of the school council making decisions related to the school, including the arrangements for lining up in the dining hall at lunchtime. Through the extended schools programme they are involved in a wide range of activities in the local and wider community, which they otherwise would not have to access to, including as

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Young Community Leaders. They show good spiritual, moral and social awareness and satisfactory cultural awareness. They engage well with people from different ethnic and socio-economic backgrounds but their understanding of different cultures at a national and international level is underdeveloped. Attendance is average with good punctuality. Pupils achieve well and develop well as confident learners with good levels of self-esteem because of their very good personal development.

These are the grades for pupils' outcomes

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	1
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?

Assessment is used well to plan pupils' learning and, together with good subject knowledge, good management of pupils and thorough lesson planning, teaching ensures that the needs of all pupils are met well. Lessons usually move along at a brisk pace with teachers making use of a good range of strategies to engage and motivate pupils, including 'talk partners' and the use of interactive whiteboards to enhance explanations and stimulate investigations. Occasionally, learning slows when pupils are not engaged in work or when teaching is too directive. Those with special educational needs and/or disabilities are well supported, particularly outside the classroom through targeted

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

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intervention in small groups. Pupils at an early stage of learning English as an additional language are fully included in lessons and well supported to improve their achievement. Marking is frequent and thorough, ensuring that pupils are given clear information about how to improve their work, including good oral feedback in lessons. Pupils are clear that they know their targets and what they must do to achieve them.

The curriculum makes a positive contribution to pupils' achievement. It is broad and balanced and is well adapted to meet the needs of pupils with different levels of ability through good provision for literacy, numeracy, and information and communication technology. It is particularly strong in aspects of learning linked to pupils' personal, social and emotional development, through the programme for social and emotional aspects of learning. However, the opportunities that pupils are given to apply their reading, writing and mathematical skills in all their subjects are satisfactory but not systematically planned in all subjects. The curriculum provides excellent enrichment for pupils, for example, to support their understanding of healthy living, and to extend their experiences through provision for modern foreign languages. Visits are used extremely well to support pupils' learning and pupils enjoy a range of experiences, varying from a residential visit to Winmarleigh Hall to trips to museums and galleries in Manchester.

There are rigorous systems to keep pupils safe and excellent programmes to promote their personal, social and emotional development. Staff know the pupils extremely well, and pupils and their parents and carers have high levels of confidence in the levels of care provided. Very close work with families and exemplary relationships with a wide range of outside agencies build up warm and trusting relationships. Together with the strong systems for checking its effectiveness, these factors are central to the school's outstanding provision. As a result, the well targeted support provided by the school enables pupils, particularly those who are vulnerable, to make the best of the opportunities that the school provides.

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	1

How effective are leadership and management?

The headteacher, other staff and governors are dedicated to enabling pupils to achieve their best both academically and personally. Effective systems of school self-evaluation form the basis for identifying weaknesses and challenging targets are set to drive improvement. Senior leaders and staff are dedicated to ensuring that the school builds on its successes. Governors are rigorous in ensuring that safeguarding procedures are

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followed and they are fully involved in evaluating the work of the school. Safeguarding procedures meet current government requirements and are supported by exemplary documentation. The school's efforts to ensure that all pupils succeed, including the higher than average number who join the school other than at the normal time, results in pupils having good equal opportunities to succeed. The school promotes community cohesion effectively through the work it does with the local and wider local communities, including with other schools and community groups from different backgrounds and ethnicities. Its work has had a positive effect on pupils, who experience a wide range of opportunities to engage with and work in the community through the extended schools programme. However, the school has not yet fully evaluated its work to build on these strengths. The school uses its budget and other resources efficiently to enhance its provision and ensure good outcomes for its pupils. As a result, it provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

The quality of provision for children in the Early Years Foundation Stage is good, with some outstanding features. The area is well led and managed by staff who are passionate about their work and who constantly strive to make improvements, with a high priority on children's safety. There are excellent links with the children's centre and with parents and carers, who are extremely pleased with the start their children make. One parent typically commented, 'My child is getting more confident and is excited to go to school every day.' When children start in the Nursery their skills and abilities are at

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low levels compared to those typical for their age, particularly their language skills. They make good progress so that by the end of Reception they are working securely within the goals set for them nationally.

Staff work hard to provide a stimulating learning environment in both the Nursery and the Reception classes, although at present there is covered outdoor provision only in the Nursery. This has some effect on the use of the outdoor area in Reception during adverse weather. From the start of the Nursery, children have opportunities to show independence. Assessments are used well to plan activities and build on prior learning, with a good balance between adult-led and child-initiated learning. For example, in Reception good modelling of language took place using the 'Bear Hunt' story and children were then observed in the sand pit 'looking for bear prints'. The warm and secure relationships evident develop quickly and result in children who enjoy their learning and feel safe. By the end of Reception most children share resources readily and play in harmony with others.

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

Inspectors' findings agree with the views of the overwhelming majority of parents and carers who are very positive about the way the school cares for their children and keeps them safe. Very few expressed any disagreement with the school's provision and no concerns were raised in parents' and carers' comments. Praise from parents and carers of children with individual needs is extremely positive. Parents and carers commented that their children are very happy and the school offers them a wide variety of opportunities for their academic and personal development. A parent typically commented, 'The headteacher and staff are very approachable and create a close knit community in which all of the staff know all of the children.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadheath 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 inspector received 58 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	85	14	14	0	0	0	0
The school keeps my child safe	78	80	18	19	0	0	0	0
The school informs me about my child's progress	66	69	28	29	0	0	0	0
My child is making enough progress at this school	69	71	26	27	0	0	1	1
The teaching is good at this school	76	78	20	21	0	0	0	0
The school helps me to support my child's learning	70	73	24	25	0	0	0	0
The school helps my child to have a healthy lifestyle	72	74	24	25	0	0	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)	64	67	31	32	0	0	0	0
The school meets my child's particular needs	67	70	28	29	0	0	0	0
The school deals effectively with unacceptable behaviour	68	69	26	27	2	2	0	0
The school takes account of my suggestions and concerns	64	65	34	34	0	0	0	0
The school is led and managed effectively	74	76	22	23	0	0	0	0
Overall, I am happy with my child's experience at this school	78	80	18	19	0	0	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"> ■ 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.



Inspection of Broadheath Primary School, Altrincham, WA14 5JQ

Thank you for being warm, friendly and polite when we visited your school recently. We enjoyed our time at Broadheath, particularly the discussions we had with you. You are clearly, as you told us, very proud of your school and are right to be so. You will be pleased to know that we think that Broadheath is a good school with some outstanding features. It has a lot of strengths. We were impressed by your good behaviour and to see how well you enjoy your lessons and work well together. You are taught well by your teachers who, you told us, are 'kind, support you and are good fun'. You enjoy a wide range of learning opportunities, especially in sports and all the clubs on offer at school. We were impressed that nearly every pupil in the school is involved in at least one extra activity, with many of you taking part in more than one. As a result of all this, you achieve well in your work and outstandingly in your contribution to the community and in your understanding of how to live healthily. You become thoughtful, caring and responsible people.

All of the good things the school has to offer are made possible because the people who lead your school, such as your headteacher, other staff and the governors, work hard to give you the best education possible. They do a good job and are always looking for ways to make things even better. We have agreed on two areas for improvement that would be really useful to focus upon. First of all, to help you raise your standards further we have asked the school to give you more planned opportunities to use your reading, writing, mathematical and computer skills in all your subjects. Second, you have a good understanding of communities in your local area and the wider community but your understanding of the rest of the world is underdeveloped, so we have asked the school to look at this. You can help by continuing to work hard, behaving extremely well, and doing your best to help the school improve even further.

With very best wishes for the future

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