

Broomwood Primary School

Inspection report

Unique Reference Number	106290
Local authority	Trafford
Inspection number	355925
Inspection dates	23–24 February 2011
Reporting inspector	Tony Painter

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	240
Appropriate authority	The governing body
Chair	Ray Bowker MBE
Headteacher	Louise Hossen
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by three additional inspectors, who observed 12 lessons taught by all the teachers currently in the school. Discussions were held with parents, groups of pupils, members of the governing body and staff. The inspectors observed the school's work and examined school documents including policies, planning and assessment records. They reviewed staff and pupil questionnaire responses as well as 53 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How far pupils make consistent progress in all key stages through the school.
- Whether pupils with special educational needs and/or disabilities are doing as well as the school believes.
- The accuracy of new assessment systems and how well assessment information is used to set targets and raise achievement.
- How well new management strategies have identified the right priorities and put effective action into place to bring about improvements.

Information about the school

This is an average-sized primary school where the large majority of pupils are from White British backgrounds. A small but growing percentage of pupils are from a wide range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. Around 25% of pupils have special educational needs and/or disabilities, which is above average, as is the proportion of pupils with a statement of special educational needs.

A children's centre adjoins the school under independent management, which is subject to a separate inspection. The school has a number of awards including the Dyslexia Aware Award and the Primary Quality Mark. A new headteacher joined the school in September 2010.

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

This good school cares for and supports its pupils particularly well. Past school data indicate that pupils' progress in Key Stage 1 has been slow but current action has successfully tackled this relative weakness. New and effective strategies are improving the quality of teaching for all age groups and learning is clearly accelerating. Good teaching is ensuring pupils of all backgrounds and abilities make good progress and achieve well. By the end of Year 6, pupils' overall attainment is broadly average. The better progress throughout the school can be seen in the rapidly increasing numbers of pupils who are reaching the higher levels of attainment.

Teachers ensure pupils with special educational needs and/or disabilities are well supported in lessons and through well-targeted intervention strategies so they make good progress. All pupils are excited by opportunities to learn and they relish opportunities to investigate and take the initiative. However, their responses are often limited because they have had too few opportunities to develop problem-solving and investigative skills. The overall effectiveness of the Early Years Foundation Stage is good but learning in the outdoor area is not as successful as that indoors.

The new headteacher's very detailed and accurate review and analysis has clearly identified where the school has strengths but also where additional development is needed. As a result, there is extremely good self-evaluation that, with substantial support from staff and governors, has been translated into meticulous planning. A key factor in the resulting action taken has been the improved use of assessment information to identify exactly how well pupils are doing. This accurate information is now being used very successfully to set targets for pupils and staff and for holding each teacher to account for the accelerated learning of all their pupils. Leadership roles at all levels have been developed and widened throughout the school and staff show high levels of commitment to the vision of improvement; this is ensuring rapid progress. Effective systems for monitoring and evaluating the school's work have been established. However, middle leaders do not yet have sufficiently high-level skills of observation and analysis to ensure this momentum is maintained. Nonetheless, the undoubted success of current developments and the driving sense of ambition in the school show it has a good capacity to improve further.

The school's excellent care, guidance and support for pupils are founded on a strong recognition of the individual child. There is a very tangible sense of community within the school and all pupils are very certain that they are cared for well. Many excellent partnerships with a very wide range of agencies and outside bodies, including the adjacent children's centre, ensure effective support for potentially vulnerable pupils and their families. The effectiveness of this work can be seen in the outstanding progress made by some supported pupils as well as pupils' generally high levels of enthusiasm for their lessons and their desire to do well. Behaviour is good and attendance is broadly average with recent signs of further improvements.

What does the school need to do to improve further?

- Ensure pupils develop problem-solving and investigative skills throughout the school.
- Improve children's learning in the outside area of the Early Years Foundation Stage by:
 - ensuring the area has appropriate materials and space
 - planning continuous activities which mirror the indoor learning across all areas of learning.
- Develop middle managers' skills to aid their observation and evaluation of teaching and other aspects of the school's work.

Outcomes for individuals and groups of pupils

2

Initiatives focusing on raising attainment are having a good impact: pupils' learning and progress are good in all parts of the school. Pupils' skills when starting school are well below those expected for their age but they are on track to leave school at the end of Year 6 reaching broadly average standards. This represents good achievement overall. The school's improved assessment system, pupils' work in their books and observations of lessons all consistently show that pupils are on track to reach their appropriately challenging targets. The proportions of pupils reaching the higher levels of attainment are rapidly increasing. Any pupils in danger of falling short of expectations are quickly identified and helped to make sure they do not drop behind. As a result, pupils with special educational needs and/or disabilities are well supported, making good progress alongside the other pupils.

Lessons build effectively on pupils' earlier learning and pupils show good levels of enjoyment of tasks. The school's focus on improving pupils' writing is having a very positive effect. In lessons throughout the school, pupils show excitement in using their developing skills to produce pieces of writing that are longer, more detailed and more effective. There are particular gains in pupils' understanding of how to improve their use of grammar and punctuation to create specific effects in their writing. Pupils' mathematical development is good and some Year 6 pupils are beginning to show high levels of understanding. However, throughout the school, pupils are less confident when confronted with problems and asked to use their own ideas to solve them.

Pupils have positive attitudes to learning, and recognise how well they are doing and how they can improve their work. They are very sure that they are safe in school and are confident that staff will support them in the event of any concerns. They are keen to take on responsibilities, such as helping younger pupils and serving on the school council. Behaviour is consistently good and pupils are well aware of the difference between right and wrong. Pupils know about healthy lifestyles, including healthy eating and the benefits of regular exercise. Their spiritual, moral, social and cultural development is good, with particular strengths in their social skills. By the time they leave Year 6, pupils are well prepared for the next stage in their education.

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	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop 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?

There is good teaching throughout the school, which is ensuring pupils of all ages make good progress in lessons. Teachers have well-established routines and good class management skills that promote pace in learning. Good relationships are firmly established at all levels that motivate pupils and give them confidence. Teachers make it very clear to pupils what they will be learning and make effective use of the school's tracking and assessment system to make sure work meets the needs of pupils of different abilities. Consistent marking is helpful in identifying what pupils need to do next to improve. Many teachers use these strategies very effectively and actively involve pupils in checking and assessing their own work and that of others. Support staff are confident of their roles and are used very productively to ensure the good learning of targeted pupils. In some lessons, teachers' enthusiasm and very high expectations particularly capture pupils' attention and inspire outstanding learning.

The good curriculum meets the needs of the pupils of different backgrounds and abilities and ensures they develop the necessary basic skills. There are increasing opportunities to develop cross-curricular learning, which are particularly effective in capturing pupils' interests. For example, older pupils successfully reinforced their

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

reading comprehension skills within a topic about Africa. A very wide range of clubs and activities take place with a high take-up among the pupils. These appeal to a very wide variety of interests, including activities such as sports, music and gardening. Many of these take place through very effective partnerships with outside agencies and are well supported by parents.

The school provides outstanding care, guidance and support for the pupils. Excellent relationships and a very positive ethos have been firmly established. These ensure potentially vulnerable pupils and their families have full confidence in the school's ability to support them. Support is frequently undertaken through extremely effective partnerships with outside agencies, including the very strong links with the adjacent children's centre. A strong community atmosphere contributes very well to pupils' confidence, personal development and sense of well-being. Actions and impacts are very closely tracked and the subsequent support for individual pupils is frequently extremely effective.

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 new headteacher has very quickly established an extremely accurate overview of the school. Her effective monitoring and very thorough analysis of school data have pinpointed the most important areas for development, for example in ensuring pupils' consistent progress through the school. Detailed plans for addressing any concerns have led to decisive action, fully supported by staff. Senior staff have conveyed their great enthusiasm well and staff at all levels are wholeheartedly adopting new ways of working that are successfully raising achievement. Continued rigorous monitoring and a wide range of effective training are ensuring staff have the additional skills to put new strategies into place. A key factor of the headteacher's vision has been a greater distribution of leadership and management roles. Some successful action has already been taken to substantially widen responsibilities for leadership and middle managers show a strong commitment to the vision for improvement. However, they have not yet had sufficient experience of undertaking detailed observation and analysis to sharpen their skills to take improvements to the next level. The success of current strategies underpins the school's good capacity to improve further and demonstrates good value for money.

The very supportive governing body has a good understanding of the school and the current strategies for improvement. Many governors have close links with the day-to-day working of the school and governors are increasingly asking searching questions. They ensure safeguarding arrangements fully meet statutory requirements and take effective action to monitor and improve safeguarding matters. Very good links with parents and carers are established through a wide range of opportunities for them to have information about how well their children are doing and to come into school.

Equality of opportunity is promoted well and the school is a strong cohesive community. The school has established many extremely strong partnerships that contribute to outstanding aspects of pupils' personal development. It works very effectively within the local and wider community, taking an important lead in a number of community and educational matters and promotes community cohesion well.

These are the grades for the 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	2
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	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

Children settle quickly into the Early Years Foundation Stage where there is a high degree of care and a warm and welcoming environment. Very strong links are established with parents and carers, which ensure that they are able to support their children's learning well. Routines and organisation are clear and well understood so children quickly gain confidence. Provision is well organised and ensures that there are activities that interest children and promote their development within all areas of learning. However, the strength of provision is in the environment inside; there are some limitations to what is provided outside, for example in the range of equipment and loss of space taken up by a very large access ramp. Additionally, at present, the activities are not planned as a continuous provision which matches the indoor learning, to give children choices to move between outside and inside spaces and to cover all parts of the curriculum. The school has identified this area as a priority but plans for improvement are at a relatively early stage.

Children join the Nursery with skills that are well below those expected for their age, particularly in their language and social skills. They make good progress and join Year 1 with attainment which is much closer to the national average. Good teaching ensures a successful pace to learning for children at all levels of development. Effective leadership and management have led to good teamwork and improving provision. This is accelerating the children's progress, which is carefully and accurately tracked in the detailed assessment records. In particular, new approaches to developing children's language skills are having a very positive impact.

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 in the Early Years Foundation Stage	2

Views of parents and carers

The response rate to the inspection questionnaire, at around 22%, is lower than that found in most primary schools. However, the very large majority of parents and carers who responded expressed very positive views about the school. They particularly said that they feel that their children are safe and that the school is well led and managed. There were no consistent concerns about the school's provision. Inspection findings reflect the views expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomwood 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	55	21	40	2	4	0	0
The school keeps my child safe	36	68	17	32	0	0	0	0
The school informs me about my child's progress	26	49	25	47	2	4	0	0
My child is making enough progress at this school	27	51	24	45	2	4	0	0
The teaching is good at this school	35	66	17	32	1	2	0	0
The school helps me to support my child's learning	29	55	22	42	1	2	0	0
The school helps my child to have a healthy lifestyle	34	64	17	32	2	4	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)	24	45	23	43	1	2	0	0
The school meets my child's particular needs	29	55	22	42	2	4	0	0
The school deals effectively with unacceptable behaviour	21	40	25	47	3	6	0	0
The school takes account of my suggestions and concerns	22	42	28	53	2	4	0	0
The school is led and managed effectively	31	58	21	40	0	0	0	0
Overall, I am happy with my child's experience at this school	33	62	18	34	2	4	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



25 February 2011

Dear Pupils

Inspection of Broomwood Primary School, Altrincham, WA15 7JU

I would like to thank you all for making the inspectors so welcome when we came to your school. I would like to give special thanks to those of you who gave up some of your time to talk to us about your work and how you enjoy school. You told us that you think your school is helping you to learn well and we agree. You work hard in school, and are proud of what you achieve. Most of you know just what you need to do to get even better. You behave well and get on really well with each other.

Yours is a good school where the headteacher and all the staff are particularly good at making sure that you are very well cared for. We can see that all the staff have been working hard to help you make better progress. We saw how keen you are to learn and all of you, including the youngest children, make good progress.

One reason for our visit was to see how your school can improve. We have asked your school leaders to make sure that:

- you all have plenty of practise at problem solving and investigations
- the outside area for the Nursery and Reception children is improved
- teachers with responsibilities develop new ways of watching and helping each other.

You can certainly help by continuing to try your hardest in all that you do.

Yours sincerely

Tony Painter
Lead inspector

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