

Inspection of a good school: Broadheath Primary School

Sinderland Road, Broadheath, Altrincham, Cheshire WA14 5JQ

Inspection dates:

8–9 October 2019

Outcome

Broadheath Primary School continues to be a good school.

What is it like to attend this school?

Pupils are immensely proud of their new school and its extensive grounds. They wear their uniform with pride. Pupils work hard. They are excited by their learning and enjoy a good challenge. Pupils' behaviour in class is impeccable. They like working together, airing their views and discovering new things.

Pupils are respectful towards each other, staff and visitors. They enjoy attending a school where there are pupils from many different cultures. Pupils told me that they feel safe and said that, 'everyone gets on here, no matter what they look like or where they are from'.

Pupils are excellent ambassadors for the school. They live up to the school motto of, 'believe, practise and succeed'. They take their roles as school council members, reading buddies and green team members very seriously. They relish their visits to Manchester's museums, Crosby Beach, the theatre and Chester.

Pupils love sport. They regularly participate in extra-curricular activities. These include karate, archery and boxing. Their football and table-tennis skills have led to success in local competitions.

Pupils told me that they like to be creative. They explained how they do this through art and the choir, and when playing various instruments.

What does the school do well and what does it need to do better?

Broadheath Primary School provides an exciting curriculum. Leaders have carefully designed the curriculum to ensure that pupils build on what they already know.

The headteacher has high expectations of pupils and staff. Most governors are new to the school since the previous inspection. They support the headteacher's high aspirations and work closely with leaders to ensure that the curriculum helps pupils achieve well.

Teachers plan activities that help pupils to develop their knowledge well in most subjects. In recent years, pupils' achievement has continued to improve. This is exemplified by pupils' success in end of key stage 2 tests and assessments. Pupils' learning is not as

strong in geography. Teachers' and leaders' subject knowledge of this subject is weaker than it is for other subjects. Senior leaders plan to provide teachers with the training that they need to ensure that geography is taught well.

Phonics teaching helps pupils to become confident readers. Pupils who find reading difficult do not give up. They use their phonic skills well to read unfamiliar words. Across the school, there is an excitement about reading. Pupils review books and make recommendations to each other. Older pupils are avid readers. They talked to me confidently about their favourite authors and a wide range of different types of books that they enjoy reading.

Pupils with special educational needs and/or disabilities (SEND) are supported well by dedicated staff. Carefully planned teaching helps these pupils to take part in their learning. This means that pupils with SEND improve their knowledge and understanding as well as their classmates. They achieve well in reading, writing and mathematics.

Children in the early years benefit from an exciting curriculum. Well-trained staff and stimulating learning areas help to ensure that children achieve well. Children behave well. They develop strong relationships with staff. Children are cooperative and curious, and enjoy learning.

I saw children developing their mathematical skills with confidence. Children quickly learn to count from one to 10, both forwards and backwards. They also practise ordering numbers. Children love story time. They enjoy predicting storylines, describing characters and sometimes joining in by reading short sentences.

Pupils' behaviour supports their learning well. Pupils told me that they feel safe in school because there is always a friend or adult to talk to. In class, pupils are attentive, ready to share what they know and eager to help each other. Pupils listen carefully to staff and respond well to teachers' high expectations.

Staff help pupils to become thoughtful and caring members of society. Elected school councillors, and head boys and head girls, present their 'to do' lists to senior leaders. Recently, pupils were successful in lobbying for new play equipment and 'goalie' nets.

Staff morale is very high in Broadheath School. Members of staff told me that, 'help is always at hand, all you need to do is ask for it'. They went on to explain that leaders provide the time that they need for them to plan teaching activities. Teachers who are new to the profession told me that the mentoring support they receive is of high quality and helps them to improve their teaching.

Safeguarding

The arrangements for safeguarding are effective.

Staff, and the leaders responsible for safeguarding, are trained well. This helps them to carry out their roles effectively. They work with various agencies to ensure that pupils, including the most vulnerable, receive the support that they need as and when it is necessary.

Safeguarding and pupils' welfare are prioritised by all staff. Staff are vigilant to any possible signs of neglect or abuse.

Pupils know how to stay safe when 'surfing' the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The headteacher and governors have ensured that pupils benefit from high-quality education. In addition, leaders have a clear understanding of which subjects require more work. For example, they know that the geography curriculum is developing and that pupils' learning in this subject is not where it should be. Leaders should ensure that their plans to develop how this subject is taught are implemented swiftly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Broadheath Primary School to be good on 12 November 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106289
Local authority	Trafford
Inspection number	10086848
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair of governing body	Susan Douglas
Headteacher	Kirsten Lyde
Website	broadheathprimaryschool.com
Date of previous inspection	11–12 November 2014

Information about this school

- There have been many changes to the school staff since the previous inspection. A new headteacher was appointed in September 2015. Two leaders with responsibility for special educational needs and an early years leader have been appointed to the school staff. Additionally, nine teachers, including four newly qualified teachers, and four teaching assistants have been employed. New leadership posts have been created for upper key stages 1 and 2.
- The governing body has been reorganised. Almost all governors, including the chair of the governing body, have been appointed since the previous inspection.
- The number of pupils on roll has increased by more than 150 over the last five years. An additional wing was added to the school in 2015. An additional 10 classrooms were added in 2018 as well as a food technology room and dance studio. The outdoor learning and play areas for Nursery and Reception children have been redeveloped.

Information about this inspection

- I met with nine governors, including the chair of the governing body. A telephone discussion was held with the school's improvement partner.
- I met with the headteacher as well as the teachers who lead reading, writing,

mathematics and geography. I held meetings with the teachers who oversee the provision in the early years and that for disadvantaged pupils and pupils with SEND.

- I took account of 69 text messages submitted during the inspection and 72 responses to Parent View, Ofsted's online questionnaire. I considered responses to the inspection questionnaires completed by 34 members of staff.
- I focused deeply on reading, mathematics and geography during the inspection. In each subject, I met with the subject leader and teachers. I visited lessons, looked at pupils' work and talked with pupils about their learning.
- I met with pupils, teachers and other staff. I talked about safety, personal development and behaviour. I scrutinised the school's safeguarding policy and related policies and documentation. I checked the school's records of the suitability of staff to work with children. I also talked with parents about matters relating to safety.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

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