

# Broomley First School

## Inspection report

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<b>Unique Reference Number</b>	122189
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	395641
<b>Inspection dates</b>	27–28 June 2012
<b>Lead inspector</b>	David Shearsmith

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Dale
<b>Headteacher</b>	Jacqueline Lorimer
<b>Date of previous school inspection</b>	19 May 2009
<b>School address</b>	Main Road Stocksfield NE43 7NN
<b>Telephone number</b>	01661 842271
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## Introduction

Inspection team

David Shearsmith

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed six teachers teaching 12 lessons and parts of lessons, of which two were joint observations with the headteacher. They also included short visits to other lessons to view the school's overall curriculum. In addition, the inspector made visits to assemblies and observed a range of intervention strategies. Meetings were held with groups of pupils, representatives of the governing body and school staff, including senior and middle managers. The inspector looked at a number of documents, including the school's self-evaluation documentation, monitoring and evaluation records, development plans, safeguarding policies and samples of teachers' assessments and planning. The inspector analysed 61 questionnaires returned by parents and carers, and others completed by pupils and staff.

## Information about the school

This school is much smaller than the average-sized first school. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are of White British heritage and all pupils speak English as their first language. The proportion of pupils supported by school action plus or with a statement of special educational needs is average. The school has gained Healthy School status and holds the Arts Mark silver award. The school is part of a federation with another local school, with the headteacher spending half of her time in each school. Since the previous inspection a new headteacher has been in post on a temporary basis since September 2011 and permanently since January 2012.

The school has before- and after-school provision that is managed by private providers and subject to a separate inspection by Ofsted. The report will be available on the Ofsted website.

**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

<b>Overall Effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key Findings

- Broomley is an outstanding school. The head teacher provides inspirational leadership supporting consistently high achievement. A highly creative curriculum and exceptional outdoor learning opportunities underpin excellent teaching and learning. Pupils’ presentation of their work does not always reflect the quality of their thinking and learning.
- Progress is consistently outstanding and leads to well above average attainment by the end of Year 2 and by the time pupils leave the school in Year 4. Pupils’ attainment in reading is also well above average by the end of Year 2 and Year 4. Pupils who are disabled or have special educational needs have very good provision and make outstanding progress due to excellent support from teaching assistants.
- Teaching is outstanding and has improved since the last inspection. Lessons engage pupils extremely well, motivating them to make outstanding progress in their learning. Consequently, pupils work enthusiastically. Teachers’ planning is exemplary and is well matched to each pupil’s needs because teachers know their pupils exceptionally well.
- The school’s family ethos and rigorous attention to ensuring everyone feels safe sustain pupils’ outstanding behaviour and safety. Behaviour is typically outstanding over time due to the school’s exceptional commitment to promoting pupils’ spiritual, moral, social and cultural development. It creates an excellent climate for learning. Pupils have excellent attitudes to learning and thoroughly enjoy their time in school. Attendance is well above average.
- The leadership of teaching and management of performance are outstanding. The headteacher, supported exceptionally well by a strong leadership team and a highly skilled team of teachers, promotes outstanding achievement. The governing body provides rigorous support and challenge and successfully aids

the school's drive for excellence. The leadership's meticulous monitoring and evaluation ensure high-quality teaching continues across the school.

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

- Improve pupils' overall presentation of their work to more effectively reflect the quality of their learning and thinking by:
  - improving pupils' handwriting skills
  - improving how pupils present their work in mathematics.

## Main Report

### Achievement of pupils

Children make excellent progress in the Early Years Foundation Stage. They enter with skills typical for their age and leave with skills well above national expectations. They develop self-confidence and assured speaking and listening skills because they have lots of opportunities to explore the excellent natural outdoor environment and are able to build on their own ideas. Outdoor learning is a real strength, providing memorable experiences which promote children's outstanding knowledge and understanding of the world.

Inspection evidence shows that children in Reception and in Years 1 and 2 know their letter sounds very well and are able to blend them together really well when tackling new words, so they become very fluent readers. Pupils make outstanding progress in Key Stage 1 and leave Year 2 with attainment significantly above the national average in reading, writing and mathematics. This outstanding progress stems from a strong focus on the basic skills and a highly creative curriculum. In Year 1 pupils solved problems and puzzles in mathematics. This fully engaged them and ensured they developed excellent basic skills within a creative, stimulating environment. They relished the freedom to explore number sentences and had the confidence to extend their thinking to higher levels of achievement.

Pupils enter Year 3 as confident and highly skilled learners and make rapid progress so that by the end of Year 4 they reach standards in reading, writing and mathematics that are well above average for their age. This was seen when analysing pupils' work in mathematics, where pupils had been involved in an enterprise project that used a wide range of skills and challenged their ability to apply their mathematics to a real-life situation.

Pupils display a real thirst for learning. They work hard, develop their thinking well, and are proud of what they have learnt, but the quality of this is sometimes marred by untidy presentation in handwriting and mathematics.

The school's excellent interventions have been instrumental in raising standards in pupils' basic skills. Excellent support from teaching assistants also enables the majority of disabled pupils and those with special educational needs to make excellent progress, with most reaching the expected levels by the time they leave the school.

## Quality of teaching

Parents and carers are very pleased with the quality of teaching in the school and inspection evidence confirms that teaching and learning are outstanding. Almost all teaching observed was outstanding. The school's monitoring of teaching, pupils' work and the school's tracking support this view and that it is typical of what happens over time. Relationships are very positive. Pupils confidently try new things without worrying about not being able to do them, as they know staff always support them exceptionally well.

There is an excellent balance of independent activities and focused activities in the Early Years Foundation Stage. Outdoor provision is a real strength, particularly in the Reception class. Children have access to a whole range of stimulating and challenging but fun activities that promote their conceptual understanding and excellent progress. This was seen on a number of occasions when children were challenged to explore water and sand activities. There is also a strong focus on the basic skills so that pupils have a smooth transition to their next class.

Thorough and systematic assessment procedures ensure all staff know the pupils' needs well. This ensures lessons are challenging and leads to excellent progress. Teachers make it very clear what pupils need to do to improve their work. They also use their personal targets in lessons to support their progress. However, expectations about the presentation of pupils' work in books or on display are not always high enough.

In all lessons pupils' spiritual, moral, social and spiritual development was developed exceptionally well, as they were so inspired to learn but then asked to reflect on their learning and share it with others. Pupils worked well collaboratively. In an outstanding lesson in Year 3 pupils developed their scientific and literacy skills through collaborative discussion and recording when investigating how plants take on water to grow.

The teaching of phonics (sounds that letters make) is outstanding. Exceptional teaching assistants ensure that pupils make excellent progress in reading and thoroughly enjoy their books through well-targeted interventions both in and out of class. In a targeted session the teaching assistant's probing questions enabled pupils to show how well they had learned the different sounds by using them in a range of words. Teaching assistants are very skilful and, as a result, pupils who are disabled or have special educational needs make outstanding progress.

## Behaviour and safety of pupils

Pupils' behaviour during the inspection, both in lessons and around the school, was outstanding and pupils affirmed that this was typical over time. Pupils are extremely enthusiastic and highly motivated learners and they really enjoy their learning and see it as fun. This is reflected in well-above-average attendance rates and their overall achievements. Relationships are very strong and pupils respect each other and all the adults in school. This was seen at lunchtimes and playtimes when pupils were playing freely and cooperating with each other to play games. All staff have high expectations of pupils' behaviour and, as a result, any behavioural difficulties

are exceptionally rare. The school deploys excellent systems to support outstanding behaviour.

Pupils say they feel extremely safe in school and develop an excellent awareness of how to keep themselves and others safe. Inspection evidence supports the very large majority of parents and carers who agree that pupils are kept safe and behave well. Pupils told inspectors that bullying almost never occurs and that adults dealt with any minor incidents well. They were quick to point out that, very often, they managed to sort minor fall-outs themselves or that playground buddies would help younger pupils with any problems. They are aware of different types of bullying, such as cyber-bullying. They also have an excellent understanding of how to manage risks, particularly in the outdoors and are very knowledgeable about fire and water safety.

## **Leadership and management**

The headteacher drives the school forward with energy and determination. She is extremely well supported by a strong team of teachers and a highly effective governing body. The school is further enriched by a wide range of partnerships that promote pupils' achievement and strengthen the work of the school. The school is federated with a nearby school and this has been particularly powerful in further developing the school by using a wider range of expertise and economy of scale.

A rigorous monitoring and evaluation process involves all staff and is highly effective in evaluating the school's own performance and determining its key areas for development. This leads to targeted professional development which has been instrumental in significantly improving teaching since the last inspection. Performance management is also used very effectively to support improvements and has been instrumental in supporting the school's drive to sustain its high standards and excellent achievements. The history of a sustained and effective drive to maintain excellence demonstrates the school's excellent capacity for improvement.

Subject leaders are involved in driving improvement and are extremely knowledgeable about their subject and what needs to be done to improve. The school rigorously tracks the progress of its pupils and knows them extremely well and, as a result, equality of opportunity for different groups of pupils is outstanding. There is no discrimination and all groups perform equally well from their starting points. The governing body, leaders and staff ensure that safeguarding procedures are followed rigorously, with statutory requirements being met.

Pupils' spiritual, moral, social and cultural development is outstanding due to the school's overwhelming commitment to personal development and this makes a strong contribution to pupils' exceptional behaviour. The school's curriculum is outstanding. The Early Years provision is well resourced and organised, and the outdoor area is excellent and used highly effectively to support children's learning. They thoroughly enjoy learning in this outside area and pupils across the school benefit from this rich provision for outdoor learning based around the school's strong commitment to Forest and Beach school provision. This is reflected in pupils' excellent understanding of the natural world. The school's extended curriculum provides outstanding opportunities for developing pupils' learning further and makes a strong contribution to pupils' overall achievement.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



29 June 2012

Dear Pupils

### **Inspection of Broomley First School, Stocksfield NE43 7NN**

Thank you for your warm welcome and the help that you gave me during the inspection. I was very impressed by your excellent behaviour and your keenness to learn. You said that you go to a fantastic school where you have fun learning and do extremely well. You have lots of things to be proud of and these are some of the things that were excellent about your school.

- You reach standards that are better than in most schools.
- The school grounds make it a great place to learn.
- Teaching is outstanding because teachers provide you with exciting things to do and you respond well to them.
- Everyone takes excellent care of you and supports your learning very well.
- You told me that you greatly enjoy school and feel very safe.
- Your school continues to improve because your outstanding headteacher leads an excellent team of staff and governors.

Even though you go to an outstanding school, everyone wants it to continue to improve. I saw some excellent learning and thinking as I looked at your books and work on the walls but sometimes your presentation lets the quality of your work down. I have asked the school to improve this and hope you will support your teachers by:

- improving your handwriting skills
- improving your presentation in mathematics.

You can help by continuing to work hard and by helping your teachers to improve your presentation. I wish you all the best for the future.

Yours sincerely

David Shearsmith  
Lead inspector

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