



Broomley First School

Inspection Report

Unique Reference Number 122189
LEA Northumberland
Inspection number 281183
Inspection dates 26 January 2006 to 27 January 2006
Reporting inspector Mrs Janice Stephenson

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

Type of school	First	School address	Main Road
School category	Community		Stocksfield
Age range of pupils	4 to 9		Northumberland, NE43 7NN
Gender of pupils	Mixed	Telephone number	01661 842271
Number on roll	138	Fax number	01661 842271
Appropriate authority	The governing body	Chair of governors	Mrs Anne Dale
Date of previous inspection	1 January 2001	Headteacher	Mrs Helen Vaughan-Watkins

Age group 4 to 9	Inspection dates 26 January 2006 - 27 January 2006	Inspection number 281183
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Broomley First School is a small school with 138 pupils. The school is popular and is situated in an affluent area. Children's attainment on entry is above average. Very few pupils have learning difficulties and/or disabilities and only one pupil has a statement. Fewer than one percent of the children take free school meals. There are no pupils from minority ethnic backgrounds. There are good links with the pre-school group and Kids' Club on site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges itself to be good but inspectors judge it to be satisfactory. Whilst outcomes from national tests at the end of Year 2 and optional Year 4 tests show that attainment was well above average in the past, standards currently attained by pupils are only above average. Pupils' achievement is currently no better than satisfactory because some teachers do not have high enough expectations and the approach to tracking pupils' progress is not consistent or coherent. The satisfactory teaching in the reception class and in Years 3 and 4 lacks sufficient challenge to inspire and engage pupils in their learning. Some pupils in these classes, particularly boys, could be doing better. They say that some of the work they do is too easy and boring. In Years 1 and 2 pupils make good progress, because teaching successfully engages them in their learning. The school provides a safe and secure environment and pupils' personal development is good. Behaviour is outstanding and pupils are very polite. The curriculum is good and enrichment activities are very good. Leadership and management are satisfactory. There is a lack of teamwork amongst leaders, including governors, that is now having a detrimental effect on the atmosphere in school and the progress that some pupils make. Improvement since the last inspection has been good. However, the capacity of the school to move forward is only satisfactory because there is a lack of a shared understanding of what the important issues in the school are that would lead to improvement. The school currently offers satisfactory value for money.

not applicable

What the school should do to improve further

- Work together effectively as a team to develop an agreed action plan that focuses on improving pupils' attainment and progress.
- Improve the quality of teaching and learning by making sure everyone uses effective systems for monitoring and evaluating teaching and learning.
- Develop an agreed whole school approach for setting targets and tracking pupils' progress.

Achievement and standards

Grade: 3

In the past pupils' achievement has been good. It is now satisfactory because some teachers do not have high enough expectations and there is no whole school approach to tracking pupils' progress. Children's attainment is above average when they come to school, and they make satisfactory progress in the reception class, attaining above average standards by the end of the year. Pupils in Years 1 and 2 make good progress because of effective teaching, and attain standards in English and mathematics that are well above average. Currently, pupils' progress in Years 3 and 4 slows to satisfactory because teaching methods do not sufficiently engage or challenge all pupils. As a result, levels of attainment at the end of Year 4, although above average, are not high enough. In all year groups girls perform better than boys in writing. This is because

boys' writing is sometimes untidy and lacks organisation. The few pupils with learning difficulties achieve as well as other pupils because they benefit from good support in lessons. Attainment in art is very high because of the rich opportunities pupils have to develop very good skills. In all other subjects standards are average.

Personal development and well-being

Grade: 2

Pupils enjoy school and their personal development is good. They are exceptionally polite and very courteous. They relate very well to one another and with staff, and their behaviour is exemplary. Pupils have high levels of self-esteem and enjoy working together, although they say there are limited opportunities to talk and share in lessons. The school places a high priority on pupils' safety and therefore they feel very secure. They strongly believe that their views and opinions are carefully listened to and they particularly appreciate the confidential approach, through the 'care and share' box, to personal difficulties they may have. Pupils have a very good understanding of a healthy lifestyle and know the importance of the '5 a day' principle for healthy eating. They have an increasing awareness of other faiths and cultures through assemblies, religious education and specific activities, such as the visit from a parent to talk about her experiences in Botswana. They show a high level of social responsibility for their age, and support charitable appeals locally and worldwide. School council members rightly believe that their work leads to improvements, such as re-arranging seating at lunchtimes. Consequently, pupils' spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching is satisfactory. The lack of teamwork in the school to ensure that pupils' learning is of the highest priority is beginning to have a harmful effect on the progress that pupils make from one class to another. Teaching is good in Years 1 and 2. These classrooms have a relaxed yet disciplined atmosphere so that pupils are fully engaged in their learning. A good range of approaches and exciting resources motivate pupils and provide work that builds upon prior learning. Teaching in Years 3 and 4 is less dynamic and pupils are sometimes bored and not fully engaged in their learning. This is because teachers often talk for too long in lessons and do not always engage these bright pupils in challenging learning. In these lessons the pace of learning can falter when teachers wait too long for pupils to answer questions. Teaching in the reception class is satisfactory. Tasks are not always matched to young children's developmental needs or abilities and some children say that the work is too easy. Some activities do not give children the opportunity to learn through discovery are limited.

Curriculum and other activities

Grade: 2

The curriculum is good and it is well designed to benefit all pupils equally. There is a strong focus on literacy and numeracy but the school does not always develop writing opportunities in subjects other than English to help pupils reinforce learning and put it into context. The enrichment of the curriculum is very good. There has been a range of artists invited into school who have worked with pupils to create superb artwork. Stunning silk batik banners hang in the school's corridor and a beautiful chair sculpture stands in the centenary garden. These very good activities contribute very well to pupils' high standards in art, as well as their immense enjoyment in the subject. Currently, all pupils are engaged in learning how to play the chime bars or a fife recorder and the teaching of French in all classes has brought an extra dimension to pupils' experiences.

Care, guidance and support

Grade: 3

The school takes good care of its pupils. Secure systems ensure pupils' safety and are regularly updated. Consequently, pupils are very aware of how to stay safe and are comfortable approaching adults if they have any concerns. Child protection procedures are understood well by staff and there is a programme of training planned to keep them up to date on procedures. The school caters well for the individual needs of pupils. Those with learning difficulties and/or disabilities are well supported and fully included in the life and work of the school. There are satisfactory systems in place for setting individual targets but not all pupils are aware of their targets or know exactly what they have to do to improve. Parents are generally supportive of the school although a few are aware that the current atmosphere in school is having a negative impact on their children's learning.

Leadership and management

Grade: 3

The overall quality of leadership and management is satisfactory. The headteacher has worked hard with members of staff to ensure that high standards at the end of Year 2 have been maintained. Pupils' personal development is good because everyone in school regards it as a priority, but there is not enough focus on improving pupils' attainment and progress. The head and the governing body all have a strong commitment to the school and its pupils, but at the moment have different priorities. As a result, the headteacher, senior leaders, staff and governors do not currently work effectively together as a team and this is beginning to have a negative influence on the atmosphere in school, as well as disrupting pupils' learning. Whilst there are some systems in place to monitor and evaluate the quality of teaching and learning, the headteacher is the only person carrying them out. The deputy headteacher and subject leaders are unsure of their role in self-evaluation because there has been insufficient delegation of tasks. Whole school tracking systems are in their infancy and there is

not yet a consistent or coherent approach to evaluating pupils' progress so that precise help can be targeted on those pupils who most need it. As a result overall progress across the school is satisfactory. Although improvement since the last inspection has been good, the school has now reached a point where the previously good capacity to improve is held back because staff do not share an understanding of what the important issues are that would lead to improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the children

Broomley First School

Main Road

Stocksfield

Northumberland

NE43 7NN

26 January 2006

Dear Children

Thank you so much for your warm welcome and help in the school's recent inspection. I thought that you were very polite, courteous and extremely well behaved. I thoroughly enjoyed talking with you and listening to your very clear views and opinions about the school. You gave me a very good picture of the things you like and do not like about your school and the interesting things you do there.

You told me that you liked your school and that you felt safe and secure. You particularly like the 'care and share' approach, introduced by your headteacher, which allows you to express your personal feelings in a confidential manner. I agree with you and was very impressed by how much you know about staying safe. The displays in your school are very good, particularly the art displays in the central corridor. You talked about this work with enthusiasm and knowledge. However, when you talked about some of the other aspects of your work you were less enthusiastic and you said that some of the work that you do in some lessons is too easy. Once again, I agree with you. That is the reason why I have asked your headteacher to make all your lessons interesting and challenging, so that you are always keen to learn. I also think (and everyone in the school agrees) that all adults should start working together more and concentrate on issues in school that will make a difference to the progress that you make. This will mean that you will play an important role – you will need to clearly understand what your next steps of learning are and what you have to do to achieve them. I know you can do it!

Please keep on supporting each other in your learning and at playtimes. Thank you all once again for your warm welcome and the way you helped me.

Best wishes for the rest of the year.

Mrs J Stephenson

Lead Inspector