

Inspection of Broadbottom Church of England Primary School

Mottram Road, Broadbottom, Hyde, Cheshire SK14 6BB

Inspection dates: 19 and 20 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud to attend this caring and supportive school. Each day, pupils try their best to follow the school's motto to 'let your light shine.' They know that staff see everyone as unique and important. Pupils feel safe and secure in school. They know who to speak to if they have any worries.

There are high expectations for pupils' achievement. Pupils work calmly and purposefully. They listen carefully and concentrate on their work. Pupils, including those with special educational needs and/or disabilities (SEND), typically achieve well.

Pupils know that teachers expect them to behave well. For example, in the early years, children learn not to interrupt others when they are talking. Older pupils remember not to disturb others by chatting in lessons. Most pupils follow the school rules well. Where there are any instances of bullying, leaders address it quickly.

Pupils have the opportunity to go on residential visits, trips and also to welcome visitors, such as a poet, to the school. They can access a variety of clubs and activities in school. Leaders encourage pupils to hold responsibilities, for example the junior leadership team help with events, such as sports day. These activities support pupils' personal development.

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

Since the last inspection, leaders have made a number of improvements to the quality of education that pupils receive. Leaders have carefully designed an interesting and ambitious curriculum that covers all of the national curriculum subjects. All pupils learn from this curriculum, including those with SEND.

Leaders have identified the most important knowledge that they want the pupils to learn, so that they are ready for the next stage in their education. Leaders have also considered the order in which they want pupils to learn this key knowledge, from the start of the early years through to Year 6. In almost all subjects, leaders check regularly to make sure that pupils are learning all that they should. However, in a very small number of subjects, leaders carry out these checks less thoroughly. This makes it more difficult for them to ensure that pupils do not miss any important learning.

Teachers use their expertise to provide learning for pupils that engages their interest and helps them to stay focused. Teachers check in lessons to make sure that pupils have understood this learning. This enables teachers to identify and correct any misconceptions that pupils might have. Leaders and teachers make effective use of assessment information to make adjustments to teaching if they are needed.

In the main, pupils learn the intended curriculum as it has been set out by leaders. However, in some subjects, some teachers do not deliver the curriculum as well as leaders expect. This means that a small number of pupils have gaps in their knowledge.

Early reading has been given a high priority. Leaders provide training for staff to help them to teach the phonics programme effectively. Children in the early years start learning phonics each day from the outset. Teachers make sure that pupils' reading books are carefully matched to the sounds that they have learned. This helps pupils to read successfully.

Pupils of all ages practise reading regularly. Leaders provide a range of activities to foster pupils' love of reading. For example, there are exciting book weeks and a storytelling event that pupils thoroughly enjoy. Leaders have stocked the school library with a wide range of interesting books for pupils to read. However, leaders have not developed a clear overview of the books that pupils select. This prevents them from ensuring that pupils read a sufficiently broad range of texts.

Leaders ensure that teachers quickly identify any pupils who might have SEND. Teachers and leaders work together to make any necessary adaptations, so that these pupils can access the curriculum successfully. Leaders communicate effectively with professionals, such as speech therapists and psychologists, to secure extra help for pupils if they need it. Pupils with SEND achieve well in school.

Pupils learn about differences and similarities between people and families. For example, they learn about a range of cultures, faiths and family structures. Pupils learn to consider the needs of others. For instance, they are particularly keen to welcome and support pupils new to the school. Many pupils take part in fundraising for a range of causes. Pupils learn about important values, such as democracy, tolerance and respect. These experiences prepare pupils well for life in modern Britain.

There have been significant changes in the governing body over the previous year. Governors work collaboratively with senior leaders to ensure that the school is well managed and led. This means that pupils benefit from all leaders sharing a common goal. Governors ask leaders a range of questions about the school's strengths and weaknesses. They hold leaders to account for their work to improve the school.

Leaders and governors are mindful of any potential impact on staff's workload when they make decisions about the school. Staff appreciate leaders' concern for their well-being and are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that everyone in school understands their safeguarding responsibilities.

Staff are trained to recognise when a pupil might be at risk from harm. Leaders have ensured that all staff know how to report and record any concerns accurately and in a timely manner.

Leaders work effectively with a range of agencies, such as safeguarding and early help services. This helps them to ensure that pupils who need extra help receive it promptly.

Pupils are taught how to stay safe in a range of contexts. This includes when they are online and aspects relevant to their local area, such as water safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have a clear understanding of the range of books that pupils read. This prevents them from making sure that pupils read a sufficiently broad range of different texts. Leaders should ensure that pupils experience a breadth of reading materials.
- In a small number of subjects, some teachers are not delivering the curriculum in line with leaders' intentions. As a result, some pupils do not learn all that they should. Leaders should ensure that subject leaders check that the curriculum is being delivered as well as it should be, so that pupils gain important knowledge.

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 information from Ofsted Parent View 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.

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	106227
Local authority	Tameside
Inspection number	10294246
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair of governing body	Jaqueline Nelson
Headteacher	Joanne Marrow
Website	www.broadbottom.tameside.sch.uk
Date of previous inspection	29 and 30 September 2021, under section 5 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- The school's last section 48 inspection of its religious character was in June 2016.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, the assistant headteacher, governors and staff.
- The lead inspector also held conversations with a representative from the Diocese of Chester and a representative from the local authority.

- Inspectors spoke to pupils about their opinion of school and matters relating to behaviour and conduct. Inspectors also observed behaviour around school and during recreational times.
- Inspectors reviewed a wide range of evidence, including leaders' improvement plans. They also reviewed minutes of governing body meetings.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also observed some pupils reading to a familiar member of staff.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors scrutinised the school's safeguarding documentation, as well as the single central record. They spoke to leaders about the culture of safeguarding in the school. Inspectors also spoke with pupils and staff to check leaders' effectiveness in matters relating to safeguarding.
- An inspector spoke to parents as they collected their children at the end of the day. Inspectors also considered the responses to Ofsted Parent View and the responses to Ofsted's staff and pupil surveys.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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