

Inspection of Broadbottom Church of England Primary School

Mottram Road, Broadbottom, Hyde, Cheshire SK14 6BB

Inspection dates: 29 and 30 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy coming to this school. They attend regularly. They appreciate the wide variety of opportunities and activities on offer. They enjoy after-school clubs like multisports and drama. Teachers have high expectations of what pupils can achieve. However, many pupils do not learn the key knowledge that they need to succeed in their future learning. This is because the curriculum is not clear enough about what pupils should learn and when they should learn it.

Pupils are encouraged to 'let your light shine'. They follow the school rules of 'be ready, be respectful, be safe'. This helps them know how to behave and how to respect others. Pupils told inspectors that they feel safe at school.

Pupils are polite and well mannered. They are well behaved in lessons and around the school. The pupils that inspectors spoke with said that bullying is rare. If it does happen, it is dealt with quickly. Pupils know what to do if they feel worried or need to talk to someone.

Pupils enjoy the many opportunities that leaders provide to enhance their learning. For example, they spoke passionately about the playground equipment, the tranquillity area and the school's allotment.

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

Leaders have started to improve the curriculum so that pupils can know more and remember more. However, the curriculum plans for pupils' learning lack detail about the specific knowledge that leaders want pupils to learn. Senior leaders have not checked the curriculum to make sure it is ambitious enough or that it sets out learning carefully enough.

In some subjects, the school's curriculum does not match the ambition of the national curriculum. For example, in geography, pupils in Year 5 learn about the continents and oceans, despite this being set out in the national curriculum for pupils in key stage 1. Learning is not set out logically. It does not consistently build on the learning that came before. Consequently, pupils do not achieve as well as they should in some subjects.

Some subjects, like mathematics, are planned more effectively. In these subjects, teachers know what to teach and when to teach it. This means that pupils' learning builds on what they already know, so that they know more and remember more.

Pupils try hard in lessons. Most of the time, pupils listen carefully and apply themselves well. They pay attention and respond well to staff.

Pupils know what is right and wrong. They are taught about different cultures and religions and they understand fundamental British values. Pupils are very aware of

the importance of tolerance and respect for others. They told inspectors that everyone is treated equally, regardless of their background.

Children learn to read as soon as they start school in the early years. Older pupils talk fondly about their favourite books and authors, including some of the classic novels that they have been studying. Pupils enjoy their teachers reading stories to them.

A new scheme for teaching phonics is being introduced but this is not fully in place. Some staff have not received appropriate training so that they can deliver the new phonics programme. This hinders some pupils from reading fluently and accurately. At times, the books that pupils read do not match the sounds that they know. Some pupils who are falling behind are not being supported to catch up quickly enough.

In the early years, children enjoy playing together. They are busy and keen to learn. They interact well, share, and take turns. The curriculum sets out learning clearly. This helps adults to provide direction so that children learn new things quickly. Staff plan learning well to build on prior knowledge so that children are well prepared for Year 1.

Pupils with special educational needs and/or disabilities receive effective support for their general well-being. However, their academic needs are not always identified early enough. They do not always get the help they need to learn the curriculum.

The local authority and the diocese have provided support to stabilise the leadership and governance of the school. Governors are knowledgeable and have a range of skills. However, they have not checked on how well the curriculum is being developed.

All staff said that leaders listen to them. They said that leaders take account of their well-being. They know that, if they were struggling with anything, the headteacher would support them.

Parents and carers spoke warmly about the positive and respectful atmosphere in the school. They know that their children are in safe hands. Most parents would recommend the school to others.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot signs of abuse or neglect. They identify pupils at risk of harm quickly. Leaders take concerns seriously. They work with the local authority and other partners to provide effective support for pupils and their families.

Leaders ensure that pupils are taught how to keep themselves safe in a range of situations, through the planned curriculum and during assembly times.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff have not been given the necessary support to deliver the new phonics curriculum. In addition, teachers do not match pupils' reading books to the sounds that they know. This means that pupils do not make the progress that they should in reading. Leaders should ensure that staff are suitably equipped to teach the phonics programme. This is to ensure that pupils read fluently and those pupils who find reading difficult get the help they need to catch up.
- In some subjects, the curriculum is not set out clearly enough. Teachers are unsure of what to teach and when. This means that pupils do not remember the most important knowledge that they need to prepare them for future learning. Senior leaders should help subject leaders to plan their curriculums carefully so that it sets out clearly the most important learning at each stage.
- Leaders and governors have not checked that the curriculum is ambitious and well ordered. This means that some subject content is not taught in a logical manner so that pupils can build on what has come before. Leaders must review the curriculum to ensure it is suitably ambitious and carefully ordered to enable pupils to do more and remember more.

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.

If you are the school and 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	106227
Local authority	Tameside
Inspection number	10199599
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	96
Appropriate authority	The governing body
Chair of governing body	Kate Sanderson
Headteacher	Joanne Marrow
Website	www.broadbottom.tameside.sch.uk
Date of previous inspection	26 January 2016, under section 8 of the Education Act 2005

Information about this school

- The school received its most recent section 48 inspection in June 2016.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- During the inspection, inspectors spoke with pupils about their work and school life. Inspectors spoke with members of the governing body, representatives of the local authority and the diocese, the headteacher, senior leaders and members of staff.
- Inspectors reviewed a range of documentation, including information about attendance, safeguarding and checks undertaken on newly appointed staff.
- Inspectors considered 23 responses to Ofsted's online survey, Parent View, and seven responses to Ofsted's online survey of school staff.

- Inspectors did deep dives in these subjects: early reading, mathematics, history and physical education. For these subjects, inspectors held discussions with subject leaders, visited lessons with subject leaders, looked at examples of pupils' work, met with teachers and spoke with pupils. Inspectors also listened to pupils read.

Inspection team

Craig Richardson, lead inspector Ofsted Inspector

Moira Atkins Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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