

# Boarshaw Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105787
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	355838
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Marie Cordey

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mathew Carter
<b>Headteacher</b>	Ms Jackie Harland
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Stanycliffe Lane Middleton, Manchester Lancashire M24 2PB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 10 teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports of the school's work. The inspectors also analysed 50 questionnaires completed by parents and carers and also questionnaires completed by pupils and staff.

- How well pupils achieve, particularly boys, pupils who are known to be eligible for free school meals and more-able pupils.
- How effective the quality of teaching and the curriculum are in engaging and challenging all pupils.
- How well children achieve in the Early Years Foundation Stage.
- The contribution of leaders and managers to improving pupils' outcomes.

## Information about the school

The school is a little smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils with special educational needs and/or disabilities is above average. The vast majority of pupils are from White British backgrounds. The school has gained Healthy School status.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Senior leaders' uncompromising vision for school improvement has succeeded in raising pupils' attainment and ensuring that they make good progress. Pupils thrive on the good care and support they receive and this is reflected in their good behaviour and positive attitudes to learning. Their self-esteem is raised, particularly that of pupils with special educational needs and/or disabilities, because of the good support for their welfare. Pupils enjoy school and their attendance is average. Some pupils' attendance, however, is lower because of breaks taken in term time. Pupils are proud ambassadors of their school and are conscientious when carrying out their many positions of responsibility.

Pupils are eager to learn and good-quality teaching helps them to secure broadly average attainment by the time they leave school at the end of Year 6. Attainment for more-able pupils, for boys and for pupils who are known to be eligible for free school meals, is rising because of the school's focus on providing more challenge in lessons. Attainment in writing and mathematics is lower than in reading and in many other subjects. The school's rigorous assessment procedures have correctly identified key features of pupils' writing and of their problem-solving and investigational skills which require improvement. The content of pupils' writing is sometimes let down by incorrect grammar, punctuation or spelling and some opportunities are missed to ensure that pupils write at greater length.

Children settle down happily in the Nursery class because they receive a warm welcome and are well-prepared for school life. Children's skills are well-developed and they make good progress, although their writing is not as strong as, for example, their reading skills.

Leaders have a good understanding and knowledge of their school; they know what the strengths are as well as what they need to do to improve the school's performance. They correctly recognise the need to further develop the curriculum to help pupils apply skills in literacy and numeracy in many subjects. The school has steadily improved pupils' attainment and been successful in improving behaviour. Consequently, the school's capacity to sustain improvement is good.

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

- Raise attainment, especially in writing and mathematics, by:
  - focusing more on improving pupils' punctuation, spelling and grammar and ensuring that pupils write at greater length

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- emphasising the teaching of investigational skills and problem-solving in mathematics
- further developing the curriculum to help pupils apply literacy and numeracy skills in many subjects.
- Improve pupils' attendance by:
  - engaging further with parents and carers to significantly reduce absences of pupils who take breaks in term time.

**Outcomes for individuals and groups of pupils****2**

Children's starting points vary from year to year but, overall, they are well below expectations for their age when they join the Nursery class. Despite making good progress during the Early Years Foundation Stage, most pupils begin Year 1 working at below average levels. Pupils enjoy learning and thrive on opportunities to delve into research, acquire knowledge and rise to well-planned challenges. In one class, pupils were eager to produce well-crafted newspaper articles for 'the Roman Times' because they had been fascinated by their study of history. This developed their use of English and prompted lengthier, more evocative writing. Pupils have a good grasp of mental mathematics and enjoy competing in number exercises. When there are fewer opportunities for pupils to apply their investigational and problem-solving skills their progress slows.

A school focus on raising standards in mathematics has led to an improvement in pupils' attainment at the end of Year 6 from below average to broadly in line with average. Pupils' skills in writing are beginning to improve although some writing in their books shows that they have not had enough opportunities to become more proficient in grammar and spelling. Nevertheless, their standards in English overall have improved to average. Learning and progress are good for all pupils, including those with special educational needs and/or disabilities and their achievement is good.

Pupils' good behaviour, and their politeness and enthusiasm reflect their strong spiritual, social, cultural and social development. They have a keen sense of right and wrong and appreciate the many opportunities to enrich their cultural development through, for example, art, music and theatre. The school accurately identifies the need to further develop pupils' understanding and awareness of a diverse society. Most pupils say they usually feel safe and like coming to school because everyone is caring and friendly. They are keen advocates of healthy lifestyles particularly through sport. They relish their work in the community, whether it is in their chosen fundraising campaigns, for example, in their links with local sheltered accommodation providers, or their participation in the Rochdale Music Festival.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers' high expectations and good use of assessment enable them to set work at the right level to challenge all pupils, helping them reach their challenging targets by the end of Year 6. Lessons are carefully planned to meet the needs of the different abilities and interests of pupils in each class. Support assistants are used well and flexibly to work with small groups or individuals. This ensures that pupils with special educational needs and/or disabilities are supported and challenged to achieve their targets. Good relationships are a feature in lessons and around school. Occasionally, when the teacher speaks for too long, pupils' engagement in their learning falters. Most pupils know how to improve their work because of careful and thorough marking but, on occasions, opportunities are missed to ensure that pupils know precisely what they need to do in order to advance their learning.

Leaders have concentrated on providing a curriculum that is based on improving pupils' basic skills and knowledge and allows pupils to be creative and enjoy learning. This has worked well because the curriculum reflects the ability and interests of different groups of pupils and they have been involved in its planning. Consequently, there are topics about animals, for instance, which have included all the basic skills as well as links with other subjects such as art, history, music and sport. The science curriculum in particular, is innovative and pupils enjoy it immensely. This is because it is practical and includes fascinating references to pupils' everyday lives. The curriculum is less effective when it

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does not emphasise the application of basic skills, including information and communication technology (ICT), in many different subjects.

Pupils with special educational needs and/or disabilities are confident because of the good personal support they receive from committed teachers and teaching assistants. The school works effectively with outside agencies to support the most vulnerable families. Pupils settle down quickly when they move into Year 1 because they are well-prepared and welcomed to the next stage in their education. Their transition to secondary school is carefully planned to reassure and inform pupils because they are given talks by secondary school pupils and teachers and have the opportunity to visit their next school. Strategies to improve attendance have been successful for the most part and the school is working closely with families to improve it still further.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders and staff are united in their determination to improve pupils' personal and academic development. Differences in pupils' attainment in writing, for example, are beginning to narrow, reflecting the school's successful commitment to equality of opportunity. A strong focus on tackling discrimination is based on the promotion of respect for people from all walks of life. Leaders are working hard to improve this further by developing pupils' understanding of the cultural diversity of the area. Safeguarding arrangements meet national requirements and the governing body has been diligent in the use of funds to help make the site secure. The governing body is involved in school life and supports the school's work satisfactorily. It is increasingly challenging the school's performance, but has not been fully involved in regular training opportunities in order to develop its members' expertise in measuring the school's performance. The management of finances is shrewd and carefully managed.

The effective promotion of community cohesion is reflected in the school's contribution to a wide range of activities at both a local and an international level. Good links with the local community are reflected in the 'Community Kidz project and the fostering of good partnerships to promote pupils' academic development and personal well-being. Generous fund-raising benefits a host of international charities well. The school welcomes its relationship with parents and carers and regular newsletters encourage their involvement in school life. Most parents and carers have responded very positively to the school's efforts to encourage regular attendance and hence rates have improved. Parents and carers take full advantage of opportunities to discuss their children's progress at exceptionally well-attended discussion evenings.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children are looked after carefully, enjoy taking part in the many activities prepared for them and are very enthusiastic about playing and learning. Teaching quality is good overall and is particularly effective in developing children's reading, writing and number skills. In one activity, children relished being challenged to break up words into letters and sounds, because they were captivated by a well-read story and encouraged by an element of competition. Occasionally, younger children are not sure exactly how to play and learn effectively, especially outdoors, because day-to-day routines are not fully established. The school has accurately identified the need to develop outdoor play and learning for all children to develop further their independence and their knowledge and understanding of the world. Positive relationships between children and adults reflect the attention to children's needs that is evident in this attractive and welcoming setting. Leadership and management are good. Staff work well as a team and there are good links with parents and carers, who are very supportive of their children's learning both in school and at home.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Almost a quarter of parents and carers returned completed questionnaires. Of these, the majority were happy with the school's provision and indicated that their children enjoyed school. Most parents and carers agreed that the school helped their children to have a healthy lifestyle and inspection findings confirm that this aspect is good. A small number of parents and carers had concerns, for example, about whether behaviour was dealt with effectively. Inspectors followed this up and found that behaviour was good and managed well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Boarshaw Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	50	21	42	2	4	1	2
The school keeps my child safe	24	48	24	48	2	4	0	0
My school informs me about my child's progress	21	42	25	50	4	8	0	0
My child is making enough progress at this school	23	46	22	44	1	2	3	6
The teaching is good at this school	25	50	20	40	4	8	1	2
The school helps me to support my child's learning	24	48	23	46	2	4	1	2
The school helps my child to have a healthy lifestyle	19	38	25	50	4	8	2	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	34	26	52	1	2	1	2
The school meets my child's particular needs	20	40	27	54	3	6	0	0
The school deals effectively with unacceptable behaviour	15	30	23	46	7	14	3	6
The school takes account of my suggestions and concerns	16	32	26	52	3	6	2	4
The school is led and managed effectively	20	40	22	44	4	8	2	4
Overall, I am happy with my child's experience at this school	24	48	20	40	3	6	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



21 March 2011

Dear Pupils

**Inspection of Boarshaw Community Primary School, Manchester, M24 2PB**

Thank you for the very positive welcome you gave to us when we inspected your school recently. We listened carefully to what you had to say and looked closely at the questionnaires many of you completed. We would particularly like to thank the pupils who met with us and those who showed us around the school. You were all very polite and welcoming. Well done to all of you!

Yours is a good school. You are cared for well and become confident and caring young people yourselves. You enjoy coming to school and your attendance is average. We would like the school to work with your families to make this better. You are well-behaved and very keen to welcome visitors. Thank you. Children in the Nursery and Reception classes are welcomed into school by staff and older pupils and enjoy playing and learning.

You make good progress in your work. You do your best work in reading and we would like you to improve your work in writing and in mathematics. We have asked your school to concentrate more on improving your spelling, punctuation and grammar and encouraging you to write at greater length. We would also like the school to develop your problem-solving and investigational skills in mathematics. In addition, we have asked your school to develop your literacy, numeracy and ICT skills in many subjects. We saw how much you enjoyed and achieved from using, for example, history and ICT in your English work. You can play a part in improving your school even more, by continuing to work hard, because we know how much you enjoy a challenge and like doing well in all your subjects.

We wish you all the very best for your future.

Yours sincerely,

Marie Cordey

Lead Inspector

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