

Broad Oak High School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 105364 |
| Local Authority | Bury |
| Inspection number | 355767 |
| Inspection dates | 18–19 May 2011 |
| Reporting inspector | Sally Kenyon HMI |

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

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|--|--|
| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 549 |
| Appropriate authority | The governing body |
| Chair | Mr Ken Kerr |
| Headteacher | Mr Richard O'Connor |
| Date of previous school inspection | 12 December 2007 |
| School address | Hazel Avenue Bury Lancashire BL9 7QT |
| Telephone number | 0161 797 6543 |
| Fax number | 0161 797 1149 |
| Email address | broadoakhighschool@yahoo.co.uk |

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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed teaching and learning in 25 lessons, taught by 25 teachers. Inspectors held meetings with two representatives of the governing body, the School Improvement Partner, senior school staff, middle leaders, teachers, support staff and groups of students. Inspectors observed the school's work and looked at samples of students' work in lessons across a wide range of subjects and different year groups. Inspectors looked in detail at documents relating to the school's monitoring of its performance and undertook a detailed analysis of students' attainment and progress. They also scrutinised minutes of meetings, improvement plans and safeguarding procedures. The responses from parents and carers on 404 questionnaires were considered, together with replies from staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Progress and attainment for all students.
- The quality of teaching and assessment to determine the impact on students' attainment and progress.
- The impact of the curriculum in meeting the needs of all pupils.
- The quality of leadership and management at all levels across the school.

Information about the school

Broad Oak is a smaller than average secondary school. It is a specialist Sports College and was re-designated in 2008. The percentage of students known to be eligible for free school meals is twice the national average. The proportion of students from minority ethnic groups is well above the national average as is the percentage of students for whom English is an additional language. The proportion of students with special educational needs and/or disabilities is above the national average and those with a statement of special educational needs and/or disabilities is twice the national average. Significantly more students join or leave the school between the start of Year 7 and end of Year 11 than is usually found.

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?

3

The school's capacity for sustained improvement

2

Main findings

Broad Oak Sports College is a satisfactory and improving school. Many aspects of the school's work are good. The headteacher sets high expectations and is well supported by his team. The school has worked hard to improve its reputation in the local community and is now attracting students from primary schools further afield. They have also invested in creating a strong corporate image for the school through new physical education (PE) kit and equipment including a minibus.

Students join the school with attainment well below the national average and, while their attainment remains low, progress observed by the inspection team in lessons and the school's own monitoring data show that progress is good. The school sets challenging targets for students and has good systems in place for analysing performance through data. This confirms that students are now making good progress and narrowing the gap with national averages.

The overwhelming majority of parents and carers who responded to the questionnaire are happy with their child's progress. They appreciate the good quality of pastoral care and praised the commitment of the staff. This was evident during the inspection, particularly towards those students whose circumstances make them vulnerable. Students work well with the local community and raise significant sums for local, national and international charities.

The quality of teaching is good and teachers' use of assessment data is satisfactory. There is a very positive atmosphere for learning enhanced by bright and stimulating displays, and clean and well-organised classrooms. Students enjoy learning outside such as creative writing in the picnic area by the flower bed. The specialism has been instrumental in sharing good practice in teaching and driving improvements in students' progress. Where teaching was stronger in subjects such as PE and English, good progress is made and where it is less strong in subjects such as mathematics and science, progress is satisfactory. No inadequate teaching was observed and some was outstanding.

Through good and effective self-evaluation processes, senior managers, staff and the governing body have a clear understanding of the school's strengths and areas for development and plans are firmly in place to tackle any areas that need improvement. For example, when attendance dipped last year, the school decided to employ its own attendance officer. While this is an example of swift and decisive evaluation and review, there are other aspects of the school that are not monitored in such a sophisticated manner. For example, some policies and procedures are not reviewed with enough regularity to have the greatest impact.

Governance is satisfactory. Governors and staff are committed to raising standards and the school benefits from the good support of the local authority. Because of the significant

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improvement made since the previous inspection in some aspects of its work, the school is demonstrating a good capacity to sustain continued improvement and provides satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment by improving the quality of teaching particularly in mathematics and science by:
 - increasing the level of pace and challenge for all students
 - planning for independent learning in all lessons
 - ensuring that assessment criteria are consistently shared and used by students.
- Refine systems for monitoring, evaluation and review by:
 - sharpening the timeliness of review and evaluation
 - increasing the role of middle leaders in whole-school self-evaluation.

Outcomes for individuals and groups of pupils

3

Although attainment is low, inspection evidence, including current assessment information, lesson observations and the school's own evaluations of teaching show that current progress is good. Standards are rising quickly in some subjects such as English because they have focused upon improving the quality of teaching in the department. Consequently, although attainment remains low, achievement is satisfactory.

In lessons seen by the inspection team, the majority of students are making good progress and show a positive attitude to learning. Students make better progress in lessons where teachers equip them with the confidence and skills to work independently and enable them to assess and evaluate their own work. For example, in an outstanding Year 8 PE lesson about long jump, students set their own assessment criteria and worked with exceptional enthusiasm to achieve them. However, where teaching is less engaging, students make only satisfactory progress. This is often where there is less pace and challenge and learning is very much led by the teacher because assessment criteria are not sufficiently shared.

Students with special educational needs and/or disabilities make good progress because of the strong care, guidance and support and the way that their progress is tracked and reviewed. One Year 10 student with special educational needs said, 'I would not change anything about my school, I have grown in confidence since Year 7 and have always felt valued and supported.'

Students are polite and welcoming to visitors and happy to talk about their work. Good behaviour was evident around the school throughout the inspection and the very large majority of behaviour seen in lessons was good or better. Almost all students who completed the inspection questionnaire feel that behaviour is good. There is a strong reward culture at the school; students can 'cash in' their rewards for prizes, and achievement evenings are held at a nearby hotel twice a year.

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Students' spiritual, moral, social and cultural development is good. They have annual celebrations for various religious festivals and strong links with schools in Malaysia and Russia. They have regular trips to the theatre and annual visits overseas. They also hold themed lunchtimes to celebrate different cultures. Good opportunities exist for students to learn about economic well-being through work experience and enterprise and financial literacy taught through personal, social and health education. However, because of consistently low attainment in the basic skills, their readiness for the world of work remains only satisfactory.

Attendance is average and improving due to the school taking control of its management by employing their own home school liaison officer to work closely with individual students and their families. Persistent absentees are reducing rapidly due to the targeted actions of the school. The very large majority of students leave school and progress onto further education, training or employment.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 4 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ 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 generally have good relationships with students and most students report that they know what is expected of them in lessons and they appear keen to learn. In the best lessons, teachers have high expectations, trust the students to work well together to complete tasks and set clear deadlines for what needs to be achieved. This enables the students to develop independence and to take responsibility for assessing their own

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progress. Teaching assistants are well managed to support students with additional learning needs. Where lessons are less strong, they do not adequately challenge students and often these lessons are almost entirely led by the teacher. Dialogue between staff and students in these lessons and opportunities for assessment are minimal. There were some good examples of marking seen and this has improved since the previous inspection. However, the school is aware that this is not consistently embedded across all departments.

The curriculum is adequately matched to students' needs, offering a variety of pathways and for groups whose achievement is weaker, it allows them to go on to further education, employment or training. The school has two vocational facilities; one for hair and beauty and one for construction. Some students reported that they look forward to these sessions during the week as they are different from 'normal' lessons. Students benefit from a good range of extra-curricular sporting opportunities and some educational visits. The real strength within the curriculum is the specialist status.

Partnership work is used well to support students of all abilities and students whose circumstances make them vulnerable. Students go to work at local universities through the 'Aim Higher' programme. They report that this has raised their aspirations and improved their confidence. One parent comments, 'We have previously sent three of our older children to this school and they all did well in their GCSE's due to the school's support, two went on to university and one is at College.' Students speak very positively about leadership opportunities offered by the school; some students have been trained in 'officiating' and now use their skills to earn money officiating sports events outside of school. Students say they are given good guidance to secure their next steps in education, training or work and the school provides a good range of work placements to support students in making career choices. A number of students join the school after Year 7, the school ensures that these students are well inducted into school life and achieve in line with their peers.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher has continually galvanised the support of his staff through some very challenging times for the school. The overwhelming majority of staff say they feel proud to be a part of the school and there is an ethos of teamwork and collaboration, particularly evident among the strong group of middle leaders. There are good opportunities for staff development, many middle leaders have taken part in nationally recognised leadership courses and say that this has given them the skills and confidence to take on greater

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leadership roles within school. The monitoring of the quality of teaching and learning by senior and middle leaders is robust. Teachers regularly review their own and each other's teaching practice through video technology in a dedicated training classroom. There is one afternoon per week set aside for the development of teaching and learning. However, monitoring, evaluation and review in other areas are less well developed, for example the monitoring of policies and their impact.

Governance is satisfactory. Governors are supportive and are involved in school improvement planning and school self-evaluation. While there are many examples of them challenging the school and holding it to account, they realise that they need to be more systematically involved in consulting with parents, pupils and staff.

There are no patterns of any particular group underachieving in school. The school is tracking the progress of different groups and has an individual breakdown of interventions they used with students who underachieved last year. The effective promotion of equal opportunities is clearly evident through the choices students make in school, for example, boys taking hairdressing and girls in construction.

The school is successful in engaging parents and carers. It works in partnership with them through their behaviour management system and has created a 'Wi-Fi cloud' to allow them free access to the internet to improve learning and to ensure that they can access their child's behaviour logs. Staff report that this has improved relationships between staff, parents and carers and has improved behaviour because students know that their parents and carers will find out if there are any incidents logged on their record. Similarly, students reported receiving praise from them for extra merits on their behaviour log.

The school is a very cohesive community, inspectors observed high levels of respect and good manners among the students. Some hair and beauty students have visited the local home for the elderly to practice their skills in hairdressing and manicure. However, while the formal evaluation of this work provides some relevant information, a greater impact could be achieved by a more thorough analysis and review of outcomes. Safeguarding is satisfactory, meeting all statutory requirements. The school provides satisfactory value for money.

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These are the grades for leadership and management

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

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires say that they are happy with their children's experience at the school. They are pleased with the quality of teaching and care that their children receive and feel that the school is well led. Inspection findings uphold their views. A very small minority feel that the school does not deal effectively with unacceptable behaviour and bullying. Inspectors took particular note of this view in observing behaviour in lessons, on corridors and in the grounds. They spoke to groups of students, including those whose circumstances make them vulnerable. They found behaviour to be good and its management to be effective. Students reported that there were many different adults they could turn to if they experienced bullying and that incidents were dealt with swiftly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broad Oak High 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 404 completed questionnaires by the end of the on-site inspection. In total, there are 549 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 152 | 38 | 227 | 56 | 19 | 5 | 4 | 1 |
| The school keeps my child safe | 207 | 51 | 182 | 45 | 14 | 3 | 0 | 0 |
| My school informs me about my child's progress | 190 | 47 | 194 | 48 | 12 | 3 | 7 | 2 |
| My child is making enough progress at this school | 177 | 44 | 215 | 53 | 9 | 2 | 1 | 0 |
| The teaching is good at this school | 185 | 46 | 215 | 53 | 2 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 156 | 39 | 217 | 54 | 26 | 6 | 1 | 0 |
| The school helps my child to have a healthy lifestyle | 142 | 35 | 228 | 56 | 27 | 7 | 3 | 1 |
| 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) | 173 | 43 | 215 | 53 | 9 | 2 | 2 | 0 |
| The school meets my child's particular needs | 140 | 35 | 235 | 58 | 16 | 4 | 7 | 2 |
| The school deals effectively with unacceptable behaviour | 171 | 42 | 198 | 49 | 15 | 4 | 18 | 4 |
| The school takes account of my suggestions and concerns | 124 | 31 | 233 | 58 | 34 | 8 | 6 | 1 |
| The school is led and managed effectively | 190 | 47 | 202 | 50 | 1 | 0 | 9 | 2 |
| Overall, I am happy with my child's experience at this school | 231 | 57 | 156 | 39 | 12 | 3 | 3 | 1 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



20 May 2011

Dear Students

Inspection of Broad Oak High School, Bury, BL9 7QT

Thank you for the warm welcome you gave the inspection team when we visited your school recently. Many of you gave up your time to speak to us and to complete questionnaires. We found what you said interesting and thought-provoking and your comments helped us arrive at our judgements. We were particularly impressed with the friendly and caring atmosphere in the school and your good behaviour. We recognise that you play a very important part in making Broad Oak Sports College a friendly and safe place to learn.

To summarise, we found that:

- despite low attainment, all groups of students are now making good progress
- teaching is good in most subjects
- the good care system supports all of you and is particularly effective in helping those of you who experience difficulties from time to time
- you are very caring, make a positive contribution to your school and local community and like to help other people by raising money.

We have asked the school to raise attainment in science and mathematics. We have also asked them to further improve the quality of teaching and assessment by increasing the pace and challenge for all students, allowing you to learn more independently and ensuring that teachers share assessment criteria with you so you can check your own progress. Finally, we've asked the school to evaluate their work more rigorously and hold staff to account to get the best possible outcomes for all of you.

Yours sincerely

Sally Kenyon

Her Majesty's Inspector

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