

Broadstone Hall Primary School

Inspection report

Unique Reference Number	106034
Local authority	Stockport
Inspection number	377343
Inspection dates	13–14 June 2012
Lead inspector	Kevin Johnson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair	Lesley Fowler
Headteacher	Andrew Heaton
Date of previous school inspection	6 November 2007
School address	Broadstone Hall Road South Heaton Chapel Stockport SK4 5JD
Telephone number	0161 4321916
Fax number	0161 4421064
Email address	andrew.heaton@broadstonehall.stockport.sch.uk



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Introduction

Inspection team

Kevin Johnson
Lyn Pender
Jeremy Barnes

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 26 lessons or parts of lessons taught by 17 teachers, talked to pupils and reviewed some of their work. Meetings were held with staff and members of the governing body as well as some discussion with parents and carers. Also taken into account were 234 questionnaires returned by parents and carers and those completed by pupils and members of staff. Inspectors also looked at a wide range of documentation which included that relating to safeguarding, the curriculum, the school's self-evaluation, minutes of governing body meetings, national assessment data and the school's assessments and evidence of how the school monitors and evaluates its work.

Information about the school

This is a larger than average-sized primary school. About three quarters of the pupils are White British and one quarter from other cultural backgrounds, the largest of which is Pakistani. An average proportion of pupils is known to be eligible for free school meals. The number of pupils in the school supported by School Action Plus or with statements of special educational needs is below average. Among the schools recent awards are Activemark, Inclusion Quality Mark and Healthy School status. A breakfast club is provided during term time. The school exceeded current floor standards which are the government's minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because there is not a high enough proportion of outstanding teaching and pupils’ achievement is good rather than excellent. Academic standards have been maintained since the previous inspection and the school provides good levels of care and safety for its pupils.
- Children’s starting points are generally below expectations for their age when they enter the Nursery class. They make good progress overall by the end of the Reception year but opportunities for children to learn and develop skills independently in Reception classes are too limited.
- Attainment in English and mathematics at the end of Year 6 is above average. Pupils build well on their earlier starting points, make good progress and achieve well.
- Teaching is good. A small proportion is outstanding. Teachers plan lessons well and make them enjoyable for pupils. There is a lively pace to most lessons which accounts for pupils’ good progress. Nevertheless, there are too few opportunities for pupils to learn independently and the best practice, especially in teachers’ marking, is not shared consistently throughout the school.
- Pupils’ behaviour is good. They are attentive and work hard in lessons and get on well with one another in the playground. They say that they feel safe in school and are confident that they will get all the help they need if issues arise. Attendance is above average and the thriving breakfast club has a good impact on their punctuality.
- Leaders and managers have successfully strengthened the quality of what the school provides. Teaching and learning are managed well. Professional development of teachers, followed up by a robust monitoring programme, has ensured consistency in teaching performance and good curriculum development. The curriculum is rich in opportunities for pupils’ spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Increase the proportion of teaching that is consistently outstanding by:
 - providing more opportunities for pupils, including children in the Reception classes, to develop confident, independent approaches to their learning
 - ensuring that all of the best classroom practice, and particularly that seen in teachers' marking, is shared effectively throughout the school.

Main Report

Achievement of pupils

Pupils are keen to learn. They enjoy lessons especially where there is some lively challenge and competition to find answers quickly. Pupils are attentive and listen well to teachers and each other. They share ideas confidently because the learning ethos of the school is that all answers are valued and everyone can learn from mistakes. Pupils work well with partners, for example, to discuss a question and think about an answer but there are fewer opportunities for them to test their ideas in groups and solve problems independently. In one lesson a pupil took the initiative by asking the teacher if he could work with another pupil because he felt that was his best way forward. Pupils are aware of their personal targets for literacy and numeracy and are confident that they know what they need to do to improve.

From below typical starting points on entering the Nursery class, children make good progress to achieve broadly expected levels of development by the end of the Reception year. Progress in the Nursery class is good. Children are taught personal and communication skills well in the Reception classes, but their overall satisfactory progress in other areas stems from limited provision for outdoor activity to enable them to take the initiative and develop their knowledge and skills independently.

In Years 1 to 6 pupils build well on their generally positive start and make good progress. They achieve well in English and mathematics and also in other areas such as sports, drama, design and technology and science. Attainment is above average at the end of Year 6. Pupils who are disabled and those with special educational needs benefit from a wide range of well planned interventions. They are given strong support individually and in groups and make good progress. The school has successfully targeted pupils known to be eligible for free school meals after evidence showed some differences in their attainment at the end of Key Stage 1. Attainment gaps close by the end of Year 6. All make at least expected progress and assessments show that some are on track for higher levels of attainment. No groups of pupils under achieve. Pupils from all minority ethnic backgrounds perform at least as well as, and sometimes better than, others in the school.

School initiatives to raise basic standards in reading have been particularly successful. Attainment in reading at the end of both key stages is above average. Pupils in Year 2 benefit well from good teaching of letters and sounds and tackle reading very confidently. By the time pupils leave the school they read challenging texts fluently and have good understanding of what they read. Their knowledge of books and favourite authors is good and they express clear preferences for different kinds of literature. An overwhelming

majority of parents and carers agree that their children make good progress and that their needs are met. Inspection evidence supports that view.

Quality of teaching

Teaching is consistently good. Teachers use their good subject knowledge to plan lessons imaginatively and make learning enjoyable for the pupils. The full range of the curriculum is used effectively to promote literacy, mathematics and the use of information and communication technology (ICT). Teachers' use of electronic whiteboards is a strong feature of lessons. It contributed to outstanding learning in a lesson where literacy and mathematics were linked through a story displayed on the screen which taught Year 1 pupils how to halve and double numbers. Lesson planning takes account of pupils' varying abilities so that all are challenged at a suitable level, build well on what has been learned previously and make good progress from their starting points. Relationships in lessons are positive and pupils develop good personal attitudes from a strong sense of mutual support and high expectations. Pupils are given opportunities to reflect on their own work and measure their own progress at the end of lessons. Teachers' marking, however, is variable both in quality and impact across classes as well as subjects.

Teaching assistants know the pupils and their particular needs well and effectively share with class teachers the task of monitoring progress during lessons. The teaching of disabled pupils and those with special educational needs is delivered effectively through a good range of well planned sessions to boost their basic skills and enable them to achieve alongside others.

Best practice, as seen for example in an outstanding literacy lesson, is not shared widely enough. In this lesson, the teacher skilfully built up pupils' enthusiasm by challenging them to use the most expressive language they could to write their own 'Oscar acceptance speeches'. Their writing culminated in some highly dramatic readings (including faked tears!). There was a great sense of achievement and fun about the lesson which enhanced relationships and pupils' appreciation of one another's skills. To end the lesson the teacher cleverly sustained enthusiasm by giving pupils a choice about which aspect of the language of advertising to examine next. Often in lessons, however, teachers adopt strategies which result in more directed learning and too few chances for pupils to choose how or what to learn and to express their ideas independently. Pupils unanimously say that teaching in their school is good and parents and carers fully agree with that view.

Behaviour and safety of pupils

Pupils behave well in lessons and around the school. The good standards have been maintained since the previous inspection. Few concerns were expressed by parents and carers. The large majority say that behaviour is good. Pupils are courteous towards adults and each other. Their respect for cultural differences is reflected in the harmonious relationships that typify pupils' behaviour. They say that occasional episodes of falling out are usually resolved quickly. They know how to behave well in the dining room and parents and carers and others have commented very positively on their exceptional behaviour during assemblies and on visits out of school. Pupils are quick to respond when they see others in need of help. They contribute very well to the everyday life and ethos of the school.

Pupils feel safe in school. They say that there is no bullying in the playground and incidents of name-calling are rare. Pupils understand the different forms that bullying can take

including cyber-bullying and know how to avoid risks and to deal with any that occur. A specialist agency that promotes safety and well being provides guidance on how to avoid potential dangers outside of school and pupils are fully aware of the importance of a healthy and safe lifestyle.

Leadership and management

There is a strong sense of teamwork in the school. All staff members and the governing body are fully supportive of the school's vision for improvement and share accountability for pupils' continued progress and good achievement. The headteacher and other senior leaders have overseen good improvement in the quality and use of assessment, teaching and learning, and the curriculum. Accurate self-evaluation enables them to identify training needs for teachers and improve the quality of the school's overall performance. A rigorous programme of staff development has, for example, improved teachers' skills in the teaching of reading and mathematics. This has improved the quality of their work and the standards reached by pupils, amply demonstrating leaders' good capacity to sustain improvement. Nevertheless, there is still scope for the best practice to be shared more effectively.

The governing body is active and well informed about the school's work. Its members attend senior leaders' meetings to keep abreast of developments and challenge ideas in their role as critical partners. The school's self-evaluation is an essential focus at every meeting of the governing body and provides clear guidance about the monitoring of teaching and learning and the progress of different groups of pupils. This ensures equality of opportunity for pupils and tackles all forms of discrimination. The school fully complies with all safeguarding requirement, including the training of governors and staff, to ensure the safety and well being of pupils and adults in the school.

The curriculum is rich and rewarding for pupils. It is planned well so that learning is relevant and purposeful. The extensive range of activities planned beyond the classroom, for example in sports, drama, and residential visits, provide ample opportunities for pupils' good spiritual, moral, social and cultural development. The large majority of parents and carers are more than happy with what the school provides for their children and many commented positively about how well the school strikes a balance between children's overall development and their academic progress.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 June 2012

Dear Pupils

Inspection of Broadstone Hall Primary School, Stockport, SK4 5JD

Thank you very much for making us feel so welcome in your school when we came to inspect it recently. We were impressed by many of the things we found, not least your good behaviour, politeness and good manners. They made it a pleasure for us to talk to you. Well done also on your above average attendance. Do keep that up because it is very important.

Broadstone Hall is a good school. You make good progress and achieve well in English and mathematics as well as many other things such as sport, drama and your use of technology to help you to learn. You told us that your lessons are fun and we agree with you. Your teachers work hard to make them so. Your headteacher and school leaders also work hard to make sure that everything you need in order to learn well and enjoy school is provided for you.

Even though yours is a good school, your teachers, parents and carers and the governing body would like it to continue to improve so that it is even better. To help that to happen we have asked that more of the lessons you are taught are not just good, but outstanding as a few already are. We have asked teachers to share their best ideas for lessons and the best ways to mark your work so you are clear about how to improve. We have also asked them to give you more chances to explore ideas on your own and learn independently, including children in Reception classes when they are using the outdoor area.

Yours sincerely,

Kevin Johnson
Lead inspector

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