

# Broad Oak Sports College

Hazel Avenue, Bury, Lancashire, BL9 7QT

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- A significant number of students do not reach the same levels as most students nationally, particularly in English.
- The progress of students who arrive at the school at other times than in Year 7 is not as good as the progress of other students in the school.
- Although the progress of students who are known to be eligible for the pupil premium is good and has improved, they do not attain as well as other students in their GCSEs.

### The school has the following strengths

- The majority of teaching is good. A significant proportion of teaching is outstanding.
- The behaviour of students in lessons and around school is good. Students make visitors to the school feel welcome.
- School leaders and governors understand what they need to do to improve attainment. They know students can do better. Actions taken have already improved the progress of students who are known to be eligible for the pupil premium.
- The school has improved standards and progress in mathematics, modern foreign languages and in science.
- The leaders of modern foreign languages, mathematics and humanities are rapidly improving the quality of teaching in their subjects.
- A small number of students attend vocational courses at a site away from the school. They make excellent progress and attend well.

## Information about this inspection

- The inspection team observed 31 lessons, of which two were joint observations with senior leaders.
- Inspectors held meetings with the headteacher, senior staff, students, the Chair of the Governing Body, and the local authority school effectiveness partner.
- The inspection team looked closely at the school’s data about students’ progress and achievements, examined information relating to behaviour, safety, attendance and exclusions, and scrutinised documents written by school leaders, in order to review the quality of the school’s work and their plans to improve.
- Inspectors took account of 13 responses to the on-line questionnaire (Parent View).
- Inspectors also took account of the views of 47 staff who returned inspection questionnaires.

## Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Peter McKay	Additional Inspector
Christine Addison	Additional Inspector

## Full report

### Information about this school

- Broad Oak Sports College is a smaller than the average size secondary school.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for students known to be eligible for free school meals and those who are the children of service families, is well above that found nationally.
- The proportion of students from minority ethnic groups is above that found nationally. A significant number are in the early stages of learning to speak English as an additional language.
- The proportion of students supported through school action is above that found nationally. The proportion supported at school action plus and with a statement of special educational needs is below that found nationally.
- Significantly more students join or leave the school between the start of Year 7 and end of Year 11 than is usually found.
- A very small number of students in Year 10 and 11 follow vocational courses at Bury College.
- Broad Oak Sports College is part of the International Inspiration programme twinned with schools in Malaysia and received the Living for Sport Award in 2012.
- The school's recent GCSE results did not meet the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve achievement and raise attainment, particularly in English, by:
  - providing additional support for those students known to be eligible for pupil premium funding so they can attain as well as other students in their GCSEs
  - ensuring any additional support meets the individual and varied needs of students.
- Increase the proportion of teaching that is outstanding by ensuring all teachers provide activities that meet the needs of all ability groups.
- Increase the rate of progress of those students who arrive at times other than at the start of Year 7 by assessing and tracking their progress more closely so support can be changed or adjusted to best effect.

## Inspection judgements

### The achievement of pupils

### requires improvement

- While improving rapidly, achievement requires improvement because students do not do as well in English as in other subjects. Attainment and progress have improved in English literature, mathematics, science, design and technology and in modern foreign languages.
- The proportion of students achieving five or more GCSE passes at A\*-C grades, including English and mathematics, declined in 2011 to below the national average and in 2012 to slightly below the national floor standards. This was because fewer students gained grade C or above in English than in previous years.
- The school responded promptly to this, analysed closely the reasons for the falling attainment and is taking decisive steps to rapidly improve the progress of students, especially in English. Leaders now ensure that teachers accelerate students' progress so they attain closer to national standards. There is improved support for students who have recently arrived in the school and who have not had the time to make the necessary progress. It is too early for this support to have had significant impact.
- When students arrive at the school in Year 7, they are working at a lower level than is found nationally. The Year 11 group in 2012 were working at a particularly low level when they arrived in Year 7 and the year group included a third of students who had arrived at a time other than in Year 7.
- Those students who were known to be eligible for support funded by the pupil premium improved their progress in 2012. The gap between the performance of these students and that of their peers as measured by their average point scores is now much smaller than found nationally because the school has used the pupil premium funding effectively. Despite this, fewer attained national levels in English in 2012 compared with the majority of students.
- In the past, the school has not supported students who arrive after Year 7, including those who are from minority ethnic backgrounds and those who speak English as an additional language as effectively, as a result, they made slower progress. They are now tracking and checking more closely so the rate of progress of these students is beginning to increase, although senior leaders recognise that this is a work in progress.
- The progress of disabled students and those who have special educational needs is good because they receive support that is well matched to their needs.
- Reading is highly promoted by the school. Year 7 students spoke knowledgeably and enthusiastically about books they had chosen in a lesson in the library and talked about their reading outside school. Those requiring additional help with their reading make good progress.
- The school's range of courses offer the majority of students good opportunities to succeed so the proportion of students gaining five or more passes at grades A\* to G grades is above that found nationally. The proportion of students who improved their achievement in their best eight subjects was higher in 2012 and matched national standards, as measured by their average point scores. The few students who access education off the school site attend well and are making excellent progress.

### The quality of teaching

### is good

- Teaching in the majority of lessons seen by inspectors was good and teaching is good over time. The proportion of lessons that are outstanding has increased over time.
- Those students who arrive at times other than in Year 7 have not had sufficient time to make progress as a result of the good teaching. The school is taking effective steps to ensure that additional teaching is provided for these students so they accelerate their learning.
- In the good and outstanding lessons, teachers plan carefully to make sure each student is able to make good or better progress by providing tasks that are closely suited to their ability and knowledge. They question students closely to make them think hard about what they know and

understand, to make sure they can explain clearly why they hold a particular view or opinion and how well they can justify holding that view. They create activities to make students find information themselves and share it with other pupils to reach a conclusion together. In a Year 11 science lesson students were highly engaged in a series of tasks to explore their senses and explained clearly to the class what they had discovered. In a Year 9 religious education lesson to introduce Buddhism, the teacher captured the essence of the religion by successfully engaging the class in meditation so they experienced spiritual reflection at first hand. The discussion that followed engaged students in asking questions and exploring dilemmas about the meaning of life and life after death. Students learned rapidly and effectively in this lesson.

- In the lessons that required improvement, questions were broad and short answers were generally accepted. The work that students completed was sometimes unimaginative and at times required low level skills and limited knowledge. The same main task was often given to all students so that those who learned more slowly worked on tasks that were too hard or too easy. Not enough thought was given to planning tasks to challenge students and make them think for themselves at their own level of learning. Few opportunities were given for students to find out for themselves or compare their work with that of their peers so that they were reliant on the teacher for help and suggestions.
- Students who have weaker literacy skills do well as a result of good support. Many teachers introduce key terms and make sure students begin to understand what they mean. They practice spelling and reading of these key terms and most teachers comment on errors in punctuation and spelling in their own subject so that support for all students to improve literacy skills is good.
- Marking has improved and students are now given helpful suggestions about how to improve their work and most students now have the chance to regularly compare their work with that of others.

### **The behaviour and safety of pupils are good**

- Students behave well in lessons and around the school. They are polite to visitors and adults, demonstrating good manners in opening doors for others and in moving around the school at breaks and lunchtimes. Inattention in lessons is rare and usually occurs when teachers talk for too long or when students do not understand the task.
- Students say that behaviour has improved in recent years and that uniform is smarter. This is because they know teachers expect them to look smart, work hard and achieve well.
- Students feel safe and well cared for. They speak very highly of the quality and amount of support given unstintingly by staff. One student who had been absent for medical reasons showed great appreciation for her teacher who had visited her regularly at home to teach her to make sure she did well in her forthcoming examination.
- Very few students are excluded from school because the school knows that students need to spend all the time they can in school so they succeed and make good progress. Not only do students know what will happen if they misbehave but they take so much pride in their school that the majority are reluctant to be unhelpful or disrespectful.
- Attendance is in line with national levels and students are punctual to lessons and to school each day.
- Discrimination, for example, through name calling is rare and older students talk quite naturally about intervening if younger students are quarrelling or being boisterous. There is a rigorous system to apply to be a prefect and any student, including those who might have misbehaved in the past, is welcome to apply. Training for this role and the mentor role they effectively use with younger students is highly valued.
- Students are very clear about the different forms that bullying can take and the school plans extensive experiences to ensure students know how to keep themselves safe, including visiting drama groups and programmes for groups of pupils during school holidays.

- The views expressed by parents, staff and students indicate that the vast majority are positive about the school. Students speak very highly of the range of sporting opportunities offered after school, in the holidays and at weekends. The school's Hall of Fame celebrates achievements in sport and the large displays raise the aspirations of students to reach high standards.
- The school's teaching, curriculum and range of support ensures that students' social, moral, spiritual and cultural development is strong. Many students spoke spontaneously about what they had gained from their visit to Russian schools and enjoyed, and had learnt from, a reciprocal visit to their school by Russian students.

## **The leadership and management** are good

- The headteacher and senior leaders have taken decisive steps to accelerate achievement following the decline in attainment in 2011 and 2012. As a result, a higher proportion of students, including those known to be eligible for support from the pupil premium funding, are now making faster progress towards achieving national standards. Newly appointed subject leaders are already accelerating students' progress by increasing the proportion of outstanding lessons in their subjects.
- The school has made some key additional, three year appointments to the leadership team to support the increase in the proportion of lessons that are judged to be good or outstanding so that students can make rapid progress from their low starting points. The school is using catch up funding wisely to support Year 7 students who arrive with gaps in their knowledge and with lower literacy levels so that their learning accelerates and they approach later examinations confidently and with secure knowledge. This confirms the school's commitment to making sure that every student has the best opportunity to achieve well.
- The local authority partner has provided good expertise and knowledge to support the school's identification of the areas that need to improve and the rigour of actions planned.
- The checks made on lessons in the past were sometimes over-generous. Checks are now rigorous and accurate. Senior leaders together with subject leaders have already ensured that the proportion of lessons judged outstanding has increased and they are increasingly effective in eradicating the small proportion of lessons that still require improvement.
- School leaders know that the ability levels of students in Key Stage 3 classes are higher overall than those in Key Stage 4. They are adjusting the curriculum so that when these students make choices for the future, they will have the best chance of achieving high grades in subjects they need so they can continue into employment, training, or take advanced level examinations and continue to higher education. Already students in Year 11 who entered for GCSE mathematics early in Year 10 are, in Year 11, pursuing attainment at A\* and A grades and following sixth form courses.
- Performance management has been systematic in the past and is now even more closely linked to improved student progress for all staff. Teachers are not awarded higher pay or status if they cannot support improved student progress.
- The school's arrangements for keeping students safe meet all statutory requirements.
- **The governance of the school:**
  - Governors are very clear about what needs to be done to improve teaching and student attainment. They questioned the headteacher closely about the reasons for the decline in attainment in 2011 and 2012. They supported the school's expenditure on a video room to help teachers both observe themselves teaching, and also observe good and outstanding teaching, in order to improve their own practice. They have used training in school data well, pursue regular updates in training, and understand how to challenge the headteacher on attainment and progress data. The Chair of the Governing Body delivers assemblies regularly to all year groups so staff and students know who governors are and what they do. Governors have supported the headteacher well in establishing more rigorous performance management arrangements and know that the school uses the newer Teacher Standards as part of these

arrangements. They have challenged the headteacher and senior leaders in providing clear evidence of the impact of the pupil premium on the progress of pupils known to be eligible for this funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	105364
<b>Local authority</b>	Bury
<b>Inspection number</b>	404988

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	565
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Kerr
<b>Headteacher</b>	Neil O'Connor
<b>Date of previous school inspection</b>	18 May 2011
<b>Telephone number</b>	0161 797 6543
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