

# Broadoak Primary School

Norman Road, Ashton-under-Lyne, Lancashire, OL6 8QG

**Inspection dates** 5-6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
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 good school.

- The headteacher has a clear plan for the future and a determination which is leading to further improvements in teaching and achievement.
- Teaching overall is good and is sometimes outstanding.
- From low starting points, pupils make good progress throughout school and reach standards which have improved and are in line with the national average.
- Children in the Early Years Foundation Stage get off to a good start and make good progress.
- Support for pupils whose circumstances make them vulnerable and for those with special educational needs is effective.
- The curriculum is well organised. It provides a range of rich experiences, which contribute to pupils' good spiritual, moral, social and cultural development.
- Pupils behave well, feel safe and have good attitudes to learning. They enjoy coming to school, which is reflected in the improved rates of attendance.
- The school's checks on how well it is doing are accurate and enable leaders and governors to target the correct areas for development.

### It is not yet an outstanding school because

- Activities in lessons are not always planned to be hard enough for some pupils, particularly the more able.
- Marking does not consistently give pupils clear guidance on how to improve their work.
- Pupils do not have enough opportunities to use their mathematical skills to solve problems in a range of subjects.
- New strategies to improve pupils' writing skills are not yet consistently applied across all classes.
- The skills of subject leaders to check on how well pupils are learning are not yet fully developed.

## Information about this inspection

- Inspectors observed 16 lessons, including three joint observations with the headteacher and deputy headteacher. In addition, they also made a number of short visits to lessons and small group sessions.
- The inspectors listened to pupils from four different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 11 responses to the on-line questionnaire (Parent View), questionnaires completed by staff and outcomes from the school's consultations with parents.

## Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Julie Webster	Additional Inspector
Frank Carruthers	Additional Inspector

## Full report

### Information about this school

- Broadoak Primary is larger than the average-sized primary school. The majority of pupils are of White British heritage and a small number of pupils are from minority ethnic backgrounds who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs at the school action stage is above average. The proportion with a statement of special educational needs and those supported by school action plus, is below average.
- The proportion of pupils eligible for the pupil premium, including those known to be eligible for free school meals, those children from families in the Armed Forces and those who are in the care of the local authority is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been in post since April 2012. More recently, additional staff have joined the leadership and management structure.
- The school runs a breakfast club for its pupils.

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

- Improve the quality of teaching so that it is consistently good and more is outstanding and, therefore, raise pupils' achievement further by:
  - consistently providing clearer guidance through marking to pupils about their next steps in learning
  - ensuring that teachers always match activities in lessons precisely to pupils' different abilities, particularly to challenge the more able
  - ensuring that all pupils have opportunities to apply their skills to solve problems in mathematics
  - ensuring that recently introduced strategies to improve writing are consistently applied across all classes.
- Strengthen leadership by further developing the role of subject leaders in checking and measuring how well recent actions are continuing to improve pupils' outcomes.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Early Years Foundation Stage with skills and abilities which are generally well below those expected for their age with most subsequently making good progress throughout the school. By the end of Key Stage 2, pupils reach standards in reading, writing and mathematics which are improving with most reaching the national expectation for their age. However, fewer pupils than average reach the higher standards in mathematics and English.
- Children get off to a good start in the Early Years Foundation Stage and learn quickly because they feel happy and secure and are taught well. They get the chance to take part in a good range of stimulating activities across all the areas of learning. For example, children were enthusiastically describing a dinosaur egg and deciding what they wanted to find out about dinosaurs.
- Progress in writing has improved, but pupils in both Key Stages 1 and 2 do less well than in reading and mathematics. The introduction of new strategies to develop pupils' writing skills is evident in some pupils' books but this is not yet consistent across all classes.
- Pupils' progress in mathematics is good and the proportion of pupils reaching average levels of attainment by the end of Year 6 has risen.
- Pupils enjoy reading at home and at school and are keen to talk about their favourite books and authors. Attainment in reading has improved because of the effective way they are taught to link letters and sounds. There is a regular focus given to developing reading skills both in class, through small group sessions and activities they can do at home.
- Disabled pupils, those who have special educational needs and those who speak English as an additional language and have recently arrived from different countries, make good progress because of the carefully planned extra support they are given. This support is tailored to meet their individual needs and is effective in helping them to do well.
- Pupils who are eligible for pupil premium funding make progress which is at least as good as, and often better than, other pupils. Consequently, they are closing the gaps in their attainment in English and mathematics with other groups. They reach similar standards in reading, writing and mathematics at the end of Key Stage 2.

### The quality of teaching

is good

- Teaching overall is good and there is some that is outstanding. The priority given to improving teaching and learning has led to improvements in the active participation and enjoyment of pupils in their learning, resulting in rising achievement.
- In the Early Years Foundation Stage, adults provide interesting and practical activities that interest children so that they are eager to learn. There is a strong emphasis on children making their own decisions, which helps their development in being able to work and learn on their own.
- The best lessons are characterised by good relationships, which help pupils be involved well with their learning and where teachers ask probing questions that help pupils to think and to extend their learning. In these lessons, activities and teaching methods meet the needs of all pupils and they have opportunities to find things out for themselves.
- An example of this was seen in a Year 6 lesson, where pupils working in small groups had to make decisions on how they were going to collate and record information to be used to create a line graph. They then applied their learning to produce accurate line graphs using appropriate scales and asking questions about what the information might be showing. However, not all pupils are given enough opportunities to use their mathematical skills to solve problems, including in meaningful or real-life situations arising in subjects other than mathematics.
- Pupils now have opportunities to talk about and draw their ideas for writing before writing an extended piece. This means that pupils identify what they know and where they need to develop their writing. This was seen in a Year 5 class where pupils were recounting a myth, discussing

their understanding of this and looking at features such as alliteration.

- Where teaching is not as strong, work is not matched closely enough to the abilities of the pupils. This means that at times tasks are too difficult for the less able pupils, or too easy for the more able pupils. As a result, they do not make as much progress as they could.
- Pupils' work is regularly marked and there are examples of marking which gives pupils clear information on how to improve their work. However, this is not consistent across all classes or subjects.
- The teaching for disabled pupils and those with special educational needs is good because all adults, and particularly teaching assistants, ensure pupils receive appropriate support specific to their needs. As a result, all pupils have equality of opportunity and any potential discrimination is tackled well.

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

- Pupils' good behaviour contributes positively to the progress they make and to the friendly and welcoming atmosphere that is evident throughout the school. They are proud of their school and are supportive of each other in and outside lessons.
- Most pupils behave well in lessons and have good attitudes to learning. However, a few do not behave so well when the pace of lessons is slow, or activities are not so well matched to their needs and they lose interest.
- Pupils take their responsibilities seriously, including those of school council representatives and sports ambassadors. Older pupils running sports activities with younger pupils during lunchtime showed good organisational and social skills. Pupils in the breakfast club are well looked after, having opportunities to share activities and games.
- Incidents of bullying and racism are rare. When they do occur, pupils are confident they are dealt with quickly and effectively. Pupils feel safe and well cared for in school. Parents agree that the school keeps their children safe.
- Pupils have a good understanding of how to stay safe in situations beyond school, including when using the internet. Older pupils have opportunities to learn about safety and types of bullying through visits from other organisations.
- The school provides good support for a few pupils whose behaviour is not always as expected. There are regular sessions for them to work in a small group to explore and develop their social skills further.
- Attendance has improved over the last two years and rewards for good or improved attendance are given to both pupils and parents. These and other ways of improving attendance, including the work of the pastoral manager, mean that pupils' attendance is carefully checked.

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

- The headteacher has high ambitions for the school. Decisive actions have led to improvements in teaching and pupils' achievement and the staff are committed to giving all pupils the best possible opportunities.
- Senior leaders are accurate in their judgements about the school. They know what needs to be done and have set appropriate priorities to improve the school further. There is a determination to develop teachers' skills in order to improve teaching further.
- Senior leaders regularly check the quality of teaching in lessons and pupils' work and provide guidance to teachers on how to improve their teaching.
- Subject leaders are involved in checking on the quality in their subjects but their skills are not yet fully developed in measuring how well actions are improving pupils' outcomes.
- The management of staff performance and training of teachers and other adults effectively meets whole-school and individual staff needs. There is a good link between the performance of teachers and their salary progression.

- Leaders have improved the procedures for checking the progress of different groups through rigorous analysis of pupils' attainment and progress. The introduction of regular meetings with senior leaders to discuss individual pupil's progress, enable teachers to quickly identify where additional help is needed so that any unevenness can be quickly identified and swiftly tackled.
- The curriculum is good and is enhanced with a wide range of visits and visitors, including residential trips. Pupils benefit from good opportunities for developing skills in music and art, using the talents of staff to support high quality teaching and learning. These and other opportunities contribute well to pupils' spiritual, moral, social and cultural development. Pupils have opportunities to perform at local venues and events at the Bridgewater Hall in Manchester.
- The Early Years Foundation Stage curriculum is planned so that there is a good balance of adult-led activities and those that children choose for themselves. Children are also involved in planning by sharing with staff what they would like to find out about a topic.
- The school works very well with parents. There are numerous events to encourage parents' partnership in their child's education and parents' views are regularly sought on different areas of school life.
- The school benefits from effective support from the local authority. It contributes to the school's evaluation of how well it performs and the strategies required for improvement.
- **The governance of the school:**
  - Governors have a good understanding of the strengths and points for the development of the school. They are very aware of the school's performance data and its implications for the quality of teaching. Governors keep up-to-date by attending training. Statutory duties are carried out and safeguarding procedures meet requirements. The governing body ensures that there is efficient deployment of staff and resources, including that of the pupil premium funding. The governors have agreed to spend this on staff to support additional programmes to help raise standards further and also to support pupils' social needs and access to enrichment activities. They hold leaders to account and ensure that performance management takes place and links to salary progression.

## 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>	106224
<b>Local authority</b>	Tameside
<b>Inspection number</b>	403004

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

<b>Type of school</b>	All-through
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Ambler
<b>Headteacher</b>	Des Howlett
<b>Date of previous school inspection</b>	15 April 2008
<b>Telephone number</b>	0161 3303105
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