

Broadhurst Primary School

Williams Road, Moston, Manchester, M40 0BX

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Leadership at all levels, including governance, is good. Leaders have an accurate view of the school's strengths and areas for development because of regular, meticulous and robust checks of the school's performance.
- Children get off to a good start in the Early Years Foundation Stage, particularly in their personal development. From individual starting points well below those expected for their age, pupils reach average levels by the end of Key Stage 2. This represents good achievement over time.
- Leaders have ensured that aspects of teaching have developed and improved; this has resulted in rapid improvements, particularly in writing.
- Teaching is good and some is outstanding. Teachers have high expectations and work hard to provide stimulating activities for the pupils.
- Pupils' behaviour is good. Pupils are very keen to learn and they work very well together. There are high levels of mutual respect between pupils and staff. Pupils say they feel very safe.
- Broadhurst is a happy school that serves all members of its community. There is an uncompromising drive for improvement which continues in all areas of the school's work.
- Governors are highly motivated and very effectively challenge leaders to further improve teaching and pupils' achievement. The school is well placed to improve further.

It is not yet an outstanding school because

- There is not enough outstanding teaching. At times, too much time in lessons is taken up by pupils listening to teachers instead of doing their work and thinking things out for themselves.
- While pupils have a rich curriculum, overall teachers do not always systematically plan what skills and knowledge pupils will learn in their topic work.
- In a small number of lessons pupils were asked to do too many tasks that meant they could not complete them to a high standard.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 16 responses from parents to the on-line (Parent View) survey.
- Meetings were held with the Chair and a member of the Governing Body and staff members. A telephone conversation was held with a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school’s monitoring of teaching and school improvement.
- Inspectors heard groups of pupils read and checked the school’s assessments of pupils’ progress in reading. They also looked at the school’s tracking system showing pupils’ progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- Broadhurst is a smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for pupils known to be eligible for free school meals and children of service families, is well above the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school serves a community with a range of multi-ethnic heritages.
- The school has a number of awards, including Healthy School status.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Further raise the achievement of pupils by the end of Key Stage 2 by improving the quality and consistency of teaching from good to outstanding by:
 - ensuring that there is a better balance between the time pupils spend listening to teachers and the time they spend working
 - ensuring pupils have more opportunities to explore learning for themselves, investigating and developing their own thinking independent of their teachers
 - pupils consistently responding to the advice and guidance provided by their teachers, and having more opportunity to evaluate their own progress and that of their friends
 - using the existing outstanding practice in the school to support improvements in all classes.
- Further develop the curriculum by ensuring that key skills and knowledge of individual subjects are planned for and precisely taught in all classes, particularly for topic work.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and knowledge that are generally well below those typically expected for their age. Children make good progress in the Early Years Foundation Stage because they are well supported and guided in their learning. They work and play well together, taking turns and sharing fairly. Children grow in confidence, are eager to explore the exciting activities available and enjoy learning.
- At Key Stage 1 pupils continue to show very positive attitudes in lessons. They are eager to learn and keen to cooperate and make good progress in reading, writing and mathematics by the end of Year 2. The school has worked hard to ensure all pupils are achieving well in reading and this has paid off with pupils making better progress and demonstrating good comprehension skills.
- Achievement by the end of Key Stage 2 has improved in all areas since the previous inspection and is now good. Most pupils make good progress across Key Stage 2 because the quality of English and mathematics teaching is good. The school has improved strategies for teaching writing and there is evidence of improved attainment in all Key Stage 2 classes.
- Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. Teachers work well in partnership with parents to improve further the quality of pupils' reading. The best readers are fluent and read with expression.
- Pupils who receive additional funding through pupil premium make the same progress as other pupils from their starting points both through additional support and opportunities to enhance their experiences. There is no gap in their attainment as in 2012 they did equally as well as other pupils in English and mathematics tests at Key Stage 2.
- The progress of disabled pupils, those who have special educational needs, those from minority ethnic groups and pupils who speak English as an additional language is consistent and an increasing number make good progress, particularly in English, because of the well-targeted support they receive.

The quality of teaching is good

- Teaching is good with some that is outstanding, resulting in most pupils making good or better progress. This is because pupils know what is expected of them and are encouraged to improve by their teachers.
- In the best lessons, teachers are very skilled in providing activities and organising the learning to enthuse pupils. For example, in one Year 4 class, in which pupils were learning about the area of shapes, the teacher provided the pupils with stimulating resources and helped the pupils to ask good questions. Pupils were excited and motivated producing a high standard of work.
- In the best lessons, teachers plan really well to ensure pupils are given work to get the best out of them. Consequently, pupils learn rapidly because they are given work which matches their ability and they are finding out things for themselves. Occasionally, pupils find work too easy or too hard and some teachers do not always adapt the lessons to meet pupils' individual needs quickly enough.
- Teachers have good subject knowledge and so are able to explain ideas clearly and confidently. This was evident in an English lesson for pupils in Year 3 in which they were learning to develop and apply new words within descriptive writing. The pupils were confident that the teacher could help them overcome any difficulties if they arose.
- Other characteristics of high quality teaching include teachers and teaching assistants using questions to enable pupils to explain their answers to each other and the teacher. These give pupils opportunities to explore and develop their understanding.
- Pupils enjoy learning through themes or topics. Teachers look for connections between different subjects, including for literacy and mathematical skills, to make learning more interesting and

meaningful. In addition, teachers support the development of pupils' literacy and mathematical skills through specific activities including, for example, very well-organised guided reading sessions.

- However, the skills and knowledge to be learnt were not always planned sufficiently to ensure pupils maximise progress in subjects such as history and geography.
- Pupils are keen to do their best. However, in a few lessons they are sometimes asked to complete too many tasks and are not given enough responsibility to explore learning for themselves and develop their own thinking.
- Teaching assistants are used very well to support individual pupils or small groups. They have a positive effect on pupils' learning. As a result, pupils with special educational needs enjoy learning and make good progress.
- Children in the Early Years Foundation Stage enjoy their learning and quickly settle into lessons and learn to follow routines. They are encouraged to be independent and choose their own activities.
- There are some very good examples of effective marking where teachers show pupils clearly how to improve their work. In some cases, however, pupils are not given enough time to follow up advice, and feedback does not always tell pupils clearly what to do to get better. The best practice in marking and feedback is not always shared with other staff.

The behaviour and safety of pupils are good

- Pupils behave well. In lessons and around the school, they are considerate, polite and friendly. In lessons, they show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- They are kind and considerate to each other and play well together. Pupils are eager to take on responsibility at playtimes and lunchtimes. For example, older pupils look after younger ones as playground leaders. They demonstrated their skill and care by helping the adults look after the younger children and organise games on the playground.
- They take responsibility seriously and are proud of their contribution to the school through, for example, the school council.
- Pupils appreciate the diverse cultures of their friends. In both their work and play they show great respect for each other. At playtime and lunchtime pupils played together well and these occasions are a happy experience for all.
- They have good relationships with adults, feel safe and are confident that any poor behaviour is dealt with promptly and effectively. There is significant support for the children, and the work of the learning mentor and teaching assistants is of a high quality and very much appreciated by the children. As one Year 6 pupil said, 'Our school has got much better and all the teachers care about how we do in everything'.
- Pupils consider behaviour to be good and are confident that any rare instances of bullying are dealt with effectively by adults. Pupils know what constitutes bullying, including cyber-bullying. There are no recorded racist incidents and there have been no exclusions. Name-calling is rare and pupils confidently say that it does not happen because of someone's race, disability or religion.
- Children with behavioural difficulties benefit from programmes tailored to their needs and this has had a positive impact upon their learning and their personal development. Other children work hard to help these children by demonstrating good behaviour and caring attitudes.
- The school has and continues to work well with parents to improve punctuality and attendance. Attendance rates have risen and persistent absence has decreased.

The leadership and management are good

- The headteacher has made a significant impact on all aspects of the school since her appointment in September 2012. She is very well respected by the pupils, staff and the community. She has galvanised the community into developing and sharing a vision that is focused to providing the very best for every pupil.
- Teamwork is at the heart of the improvement of the school and all are ambitious for the school and are focused on continued development. This enables pupils to reach their academic potential alongside very successfully developing their personal growth as individuals.
- Leaders are focusing relentlessly on improving further the teaching and learning over time; this is already good and is clearly improving. The systems for checking on staff performance are very robust and staff are set challenging targets which are regularly checked and linked directly to pay awards. There is a potential for staff to share their expertise with each other to further raise the quality of teaching.
- The leadership team is keen to develop what is already a good curriculum. There is a strong focus on developing pupils' basic skills of literacy and numeracy. It provides a broad range of activities which enrich pupils' experiences both within and outside school. Pupils are very appreciative of the wide range of enrichment activity which broadens pupils' horizons and prepares pupils very well for the next stage in their education. Year 2 pupils spoke with great excitement about their visit to the circus. Such opportunities also contribute significantly to pupils' good spiritual, moral, social and cultural development.
- Leaders now recognise they need to further develop the curriculum by ensuring that skills and knowledge in a range of subjects, such as history and geography, are systematically planned so that pupils can improve their progress in a range of subjects.
- The school has highly effective partnerships with other agencies and schools. Through the different networks of schools and high-quality training opportunities, staff both benefit from, and contribute to, the sharing of good practice.
- The school works well with parents, regularly seeks their views and keeps them informed about the work of the school and how they can help their child further through regular meetings and newsletters. Parents are very appreciative of what the school is doing to help their children. As one parent said, 'I am very happy with the progress that my child is making thanks to the extra support'.
- The local authority has recognised the improvements made in the school and rightly provides light-touch support.
- **The governance of the school:**
 - Governors are efficient, highly motivated and articulate a vision for the school that demonstrates their strong commitment to the school and local community. Governors know the school very well and have an accurate understanding of the quality of teaching and how well pupils are doing. They robustly hold the school's leadership to account for all aspects of its performance, including through their involvement in the monitoring of the school's work and also in contributing to staff training and management. The governors ensure that the school fulfils its statutory responsibilities, including those for safeguarding. Governors keep up to date through training and ensure that finances, including pupil premium funding, are spent appropriately to further support improvement.

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

Unique reference number	105451
Local authority	Manchester
Inspection number	411829

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	221
Appropriate authority	The governing body
Chair	Peter Tavernor
Headteacher	Janette Gough
Date of previous school inspection	10 June 2010
Telephone number	0161 681 4288
Fax number	0161 682 0869
Email address	admin@broadhurstprimary.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

