

Broadhurst Primary School

Williams Road, Moston, Manchester, M40 0BX

Inspection dates 4–5 March 2014

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.

- Children in the Early Years Foundation Stage are given an excellent start.
- Current progress in Years 1 to 6 is good and some pupils make rapid progress. Pupils achieve well from well below expected starting points.
- Teaching is typically good and some is outstanding. Pupils' abilities, interests and needs are well provided for. Pupils say that their learning is very enjoyable.
- Pupils' attitudes to learning and their behaviour around the school are often exemplary. They feel very safe and well cared for in school.
- The headteacher's leadership is a driving force in the school's rapid improvement. In the relatively short time since her appointment high expectations and good progress have become the norm.
- The management of teaching and learning is excellent and has a major impact on pupils' achievement.
- Governance of the school has improved considerably and is now effectively contributing to the school's strong drive for continued improvement.
- Parents are very supportive of the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching to help pupils make even faster progress. Systems for checking day-to-day progress are not as efficient as they could be. Sometimes the challenge for groups of pupils in lessons does not bring the best out of them.
- Standards in mathematics throughout the school are not as high as they could be. Too few opportunities are planned for pupils to use mathematics skills and solve problems in different ways.

Information about this inspection

- Inspectors visited 14 lessons and part-lessons, two of which were observed jointly with the headteacher.
- Discussions took place with members of staff, pupils, a representative from the local authority and members of the governing body.
- Also taken into account were the views of 28 parents who responded to the on-line questionnaire (Parent View), as well as questionnaires completed by members of staff.
- Inspectors observed the school's work and examined a wide range of documentation that included: national assessment data and the school's own assessments; the school's own view of its work; local authority reports; minutes from governing body meetings and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Mujahid Ali

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school. A significant number of pupils are from minority ethnic backgrounds but relatively few speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is very much higher than the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- An average proportion of pupils are supported by school action.
- Similarly, the proportion of pupils supported by school action plus or with a statement of special educational needs is average.
- The school does not meet current floor standards which are the government's minimum expectations for pupils' achievement and progress in English and mathematics at the end of Year 6.
- The leader of the Early Years Foundation Stage is a National Leader of Education and provides support to other Early Years Foundation Stage settings in the local authority.
- A breakfast club and after-school care are provided by the school during term time.
- The headteacher has been in post since September 2012.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning and thereby raise achievement, especially in mathematics further by:
 - checking progress more carefully on a regular basis so that there is always an up-to-date picture of pupils' individual achievements
 - making sure that all groups of pupils are always challenged to reach their full potential
 - continuing to develop the new methods of mathematics teaching throughout the school to ensure that pupils consistently reach the standards they should with particular attention to how pupils use their mathematics skills and knowledge across different subjects.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery with skills well below what is typical for their age. They make good progress in their first year and this increases rapidly when they move into Reception so that overall they make outstanding progress from their starting points.
- Good progress in this stage is a relatively recent development and shows rapid improvement from the previous inspection, less than one year ago. Excellent leadership of the Early Years Foundation Stage is at the heart of this improvement. An exciting range of activities, backed up by first class teaching means that children succeed very well in all that they do and are fully equipped to face the challenges of Year 1 when the time comes.
- There is a rising trend in standards in reading writing and mathematics at the end of Year 2 as the impact of the improvement in the Early Years Foundation Stage begins to show. School assessments, borne out by pupils' work, show that current progress is good and standards are on track to meet national expectations with more pupils likely to reach the higher level.
- In 2013, standards in English and mathematics at the end of Year 6 were well below average, and progress was not good. However, this group of pupils were held back by ineffective teaching in the past, leaving too much ground to be made up in their final year. There was a high proportion of pupils with additional learning needs and a few who joined the school, some from other countries, during Year 6, with either very low attainment or no spoken English at all.
- Nevertheless, the school has shown great resolve in tackling low attainment under the new headteacher. Inspection evidence and reliable school assessments show that currently from Years 3 to 6 pupils make good and sometimes rapid progress and are making up lost ground quickly. Challenging targets are set and pupils are on track to achieve them. Currently, standards in English match the national expectation, but in mathematics still have further to go.
- The most-able pupils are making good progress. There is some high quality writing from them, and they tackle challenging work in mathematics. Teachers and pupils themselves have increasingly raised their sights over the past two years. An indication of the school's higher aspirations came from a Year 5 pupil who commented that he is already expected to achieve Level 6 in reading and mathematics by the time he leaves the school.
- The teaching of phonics (letters and the sounds that they make) has been transformed because of a newly introduced approach to teaching phonics and the quality of training given to teachers. This now has a very positive impact on reading standards. For instance, pupils in Year 2 who did not reach the expected standard in 2013 in the national screening check on phonics have made good progress and now tackle unfamiliar words and read confidently.
- By the end of Year 6, pupils see the value of reading both for learning and pleasure. They select their books carefully and read them fluently.
- Disabled pupils and those with special educational needs make good progress. Pupils' learning plans are carefully tailored to their needs and the school works effectively with parents and other agencies to make sure that those needs are met.
- Progress of pupils supported by the pupil premium currently is similar to that of others in the school overall. There are no significant gaps in any class. There are some examples of pupils known to be eligible for free school meals who are doing better than others in the school. This demonstrates well the school's determination to provide equally for all pupils.

The quality of teaching is good

- Improvement in teaching began when the headteacher was appointed in 2012 and it has continued to improve since then, so that it is now typically good and sometimes outstanding.
- Well considered teamwork by teachers and teaching assistants ensures that pupils' needs are

provided for well. Good planning and preparation means that everyone knows which pupils need support, and when. Teaching assistants share the task of checking pupils' progress and question pupils skilfully to help them think more deeply about their work.

- Good teaching methods make learning interesting for pupils. Pupils are encouraged to see problems from different viewpoints, to think clearly and use to their imagination. Effective organisation means that pupils with different abilities often learn from each other. In one mathematics lesson, for example, most-able pupils became 'teaching assistants' for a short time and showed others how to tackle problems about area and perimeter.
- Behaviour is managed consistently well. Pupils feel secure and that their contributions are valued by the adults. This increases their motivation and desire to learn and is why they say that school is fun.
- Literacy is taught well. An influx of new books into the school library has been an exciting development and greatly increased pupils' interest in reading. Carefully chosen literature is the usual starting point for writing and there is a strong focus in every literacy lesson on making writing better. In a Year 6 lesson for example, the extent of pupils' vocabulary and imaginative re-arranging of sentences to improve their writing was impressive. There is a good range of writing to be seen throughout the school.
- The teaching of mathematics is improving quickly because of the productive links that the subject leader has with a supporting school. Skills and confidence are increasing as a result. Currently there is a strong focus on calculation and learning about number. This is having a good effect on progress and is beginning to push standards up. Careful checking of pupils' understanding has led to the recognition that pupils do not use their number skills enough in different ways across subjects, and this limits their overall understanding of mathematics.
- Assessment is generally accurate and used well. Pupils' general progress is reviewed regularly and new targets agreed during meetings between class teachers and senior staff. In lessons, teachers question pupils about their work and use the previous day's work as a starting point for planning improvements. 'Fix-it' time at the beginning of the day gives pupils the chance to assess their own progress and make any improvements. Marking is good and pupils comment thoughtfully on each other's work. Despite this, when work is checked, the next step in pupils' learning is not always recorded, and this can result in occasional lack of challenge, for example, by not always expecting enough from the most-able pupils or not filling any gaps that would support pupils who were slower to learn.

The behaviour and safety of pupils are good

- The behaviour of pupils in classrooms and around the school is good. It has improved since the headteacher's appointment.
- In general, pupils' attitudes to learning are excellent. They enjoy school. Learning is fun and there is a good selection of clubs after school to keep them active and help them to improve their sports and other skills.
- Pupils are invariably polite and well-mannered. They enjoy each other's company in the playground and dining hall and have great respect for one another's different backgrounds or circumstances.
- Pupils are proud to come to Broadhurst. They contribute a lot to the life of the school. They are neatly dressed in their uniforms and take good care of their surroundings. The school council is active and makes sure that everyone has a say in school matters. Prefects carry out their caring role conscientiously. Pupils help to organise Christmas and summer fairs, and they support charitable fund-raising generously.
- The school's work to keep pupils safe and secure is good.
- Pupils know about the different forms that bullying can take and know how to deal with bullying, should it occur. They say that there is none in the school and that name-calling is confined to the occasional disagreement over a football game.

- Pupils feel well cared for and that view is endorsed by parents who are confident that their children are in good hands. Parents work well with the school and appreciate the additional care provided through the breakfast and after-school clubs that ensure pupils' safety and give them opportunities to socialise and to follow up things they have done during the day.
- Pupils' attendance has improved considerably. In the current year it is above average, but it has not met the national average in the past. There are still a few pupils who do not arrive in time for school.

The leadership and management are good

- Since her appointment in 2012 the headteacher's leadership has had an immense impact on the school. With the full support of the governing body and a committed and loyal staff team she has vigorously led the drive for improvement. A legacy of previously low standards has been halted and the school is now making good headway in all key areas of its work.
- The convincing track record of improvement that includes, for example, behaviour, assessment, teaching and learning, leadership and pupils' progress has strengthened the local authority's view that leaders are fully capable of managing further improvement on their own.
- The strong senior leadership team has played its part in securing improvement. Their constant dialogue with the headteacher and staff and rigorous checking of the school's work provides a clear and accurate picture of where the school currently stands.
- Middle leaders who manage subjects maintain a good curriculum that gives pupils enjoyment and helps them to achieve well. They are making steady progress in their preparations for the new curriculum. The curriculum is enriched well for pupils through visits, visitors and after-school clubs.
- Sports funding is managed well, helping pupils to enjoy a more healthy lifestyle. Opportunities for different activities such as learning in the outdoors and more after-school sporting activities are being added to the curriculum. Staff training in different areas of physical education is also planned.
- Central to the school's rapid improvement has been the outstanding management of teaching and learning. Ineffective teaching was immediately challenged, resulting in new appointments to teaching staff. The quality of teaching and learning is now checked robustly to ensure that the expectations of the Teachers' Standards are met. Training and support for teachers to improve their skills is planned well and benefits the whole school as well as teachers' own professional development. Teachers are aware that financial rewards depend on their performance in the classroom.
- As a result of these measures good teaching has been consolidated and the school now has its sights set on raising the quality to consistently outstanding.
- **The governance of the school:**
 - The school governors have become more knowledgeable about the school since the appointment of the headteacher. Governors challenge school leaders who, they say, also challenge them. Governors are particularly skilled at evaluating available assessment data and measuring the school's performance against the national picture. They are quick to support the work of the school and check its progress, especially in response to the most recent national test results. Governors have a very clear overview of teaching quality and its links to the school's salary structure and policy. Pupil premium funding and the school's sports funding are managed well and governors take a particular interest in the progress of those who are supported by the additional funds to make sure that there is equality of opportunity. General finances and other statutory duties are dealt with efficiently and safeguarding measures fully meet requirements.

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	440721

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Peter Tavernor
Headteacher	Janette Gough
Date of previous school inspection	14 May 2013
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