

Broad Oak Primary School

Broad Oak Lane, East Didsbury, Manchester, M20 5QB

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, the school's effectiveness has improved and is now good.
- The skilful leadership of the headteacher, together with the very effective support of the deputy headteacher, senior leaders and governing body, have successfully tackled the areas for improvement in the previous inspection report.
- Effective leadership has ensured that provision in the early years has improved. Good teaching and effective care and support ensure that children make good progress from lower than typical starting points. Children are well prepared for learning in Year 1.
- Pupils' progress has accelerated and is now good in all key stages. As a result, standards attained by pupils at the end of Key Stages 1 and 2 have risen, especially in reading.
- Pupils are well behaved and feel safe and secure. Attendance has improved and is now above average.
- Disabled pupils, those with special educational needs and disadvantaged pupils, make consistently good progress across the school. There are no particular gaps in the attainment of disadvantaged pupils with non-disadvantaged pupils in the school or nationally.
- The quality of teaching has improved. Teachers ensure that learning is both interesting and engaging. The teaching of letters and the sounds they make is particularly effective.
- Governors are well informed about every aspect of school and hold leaders to account. They know how well pupils are doing and where teaching is most effective.
- Pupils' spiritual, moral, social and cultural development is good. This is a happy school where pupils thrive and parents feel welcome.

It is not yet an outstanding school because

- Work for the most able pupils, in some classes, sometimes lacks challenge.
- Teachers' marking does not always provide guidance to help pupils improve their work. Not all pupils know what they need to do to improve.
- Pupils are not always given the time they need to reflect on and to correct any errors in their work.
- The standard of pupils' handwriting is variable. There is not yet a consistent approach across the school to the style of handwriting pupils are expected to use.

Information about this inspection

- All teachers were observed teaching. Some of these observations were undertaken jointly with headteacher and his senior leadership team.
- Inspectors heard pupils read, scrutinised a sample of pupils' written work and visited the breakfast club.
- Inspectors looked at documents relating to pupils' current attainment and progress, lesson planning, leaders' monitoring of the school's work and pupils' attendance.
- The school's records of pupils' behaviour and safeguarding documents were also scrutinised.
- Inspectors took account of reports provided by the local authority about the school's effectiveness.
- Meetings were held with pupils, governors and with senior and middle leaders.
- Inspectors took account of the 48 responses to the online questionnaire (Parent View); a school based parental questionnaire and conversations with a small number of parents during the inspection.
- The 25 staff questionnaires given to the inspectors during the inspection were analysed.

Inspection team

Maureen Coleman, Lead inspector

Additional Inspector

Lyn Pender

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- Broad Oak Primary School is much larger than the average sized primary school.
- The school provides for children in the early years in the Nursery and Reception classes. Only some of the children who attend the Nursery continue into the Reception Year. About half the children in the Reception Year have not attended the school's nursery.
- The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is much higher than the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The proportion of disadvantaged pupils is average. The term 'disadvantaged' is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- The school provides a breakfast club, managed by the governing body.
- There have been a number of staff changes since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching further in order to raise pupils' achievement to outstanding, by making sure that:
 - work provided for the most able pupils is always challenging so that they reach their potential in all classes
 - teachers' marking consistently provides pupils with the necessary guidance so that all pupils know how to improve their work and are given the time they need to reflect on and to correct any errors
 - establish an agreed approach across the school to the style of handwriting pupils are expected to use and ensure that the standard of pupils' handwriting is consistently high.

Inspection judgements

The leadership and management are good

- The exceptionally strong leadership from the headteacher, staff teamwork and the governing body has secured good improvement in the quality of teaching and learning for pupils since the previous inspection. Standards across the school have risen and pupils now make good progress in each key stage.
- The leadership of teaching is good. Senior leaders have managed the changes in staff well. New staff are exceptionally well supported. All staff benefit from training and support. Middle leaders use their knowledge and skills well to ensure that training is effective and well matched to the individual needs of staff. Leaders' observations of teachers' performance in the classroom ensure that teachers' targets for improving their performance are matched to their particular needs. Teaching, therefore, has improved, especially the teaching of early reading skills. Even so, leaders are yet to ensure that pupils' work is always marked so they receive consistently good guidance from teachers about how to improve.
- Leaders' monitoring and evaluation of pupils' attainment and progress across the school is accurate, secure and well recorded. It quickly and effectively identifies any pupils that may be falling behind and provides the necessary support to help them catch up. This helps to ensure that achievement is equally good for all groups of pupils. Support given to disadvantaged pupils for example, is exceptionally good. The school's on-going review of achievement of different groups of pupils ensures that equality of opportunity is well promoted. Leaders are now working to ensure that work for the most able pupils is always challenging so that they reach their potential in all classes across the school.
- The curriculum has been revised and strengthened. It now offers a more exciting range of learning opportunities, that are more suited to pupils' interests and abilities and, as a result, pupils are well motivated to learn. The primary school sports funding has been well used to increase the range and participation of pupils in sporting activities. Specialist training for staff in various aspects of teaching physical education has been welcomed by staff.
- Promoting pupils' spiritual, moral, social and cultural development is high priority and contributes significantly to the positive ethos in school and pupils' awareness of different traditions and cultures. Pupils show tolerance and respect for different cultures and religions. They are well prepared for life in modern Britain.
- Well-established and effective measures are in place to support pupils moving to the next stage in their education.
- The school's partnership with parents and the local community has improved. Parents speak very highly of school. They are confident that their children are looked after well. Parents are keen to be involved in their children's education, such as attending 'exit days' to celebrate the end of a topic in different year groups, for example, and the recent Café Day in Year 4. Most parents would recommend the school to others.
- Child protection arrangements are thorough and safeguarding meets requirements.
- The school receives light-touch support from the local authority which has helped the school to strengthen the quality of teaching and leadership since the previous inspection.
- **The governance of the school:**
 - The reorganisation of the governing body since the previous inspection has enabled governors to use their considerable skills and expertise to support and challenge the school more effectively. They now hold all staff firmly to account. This can be seen in the minutes of the governors meetings where searching and detailed questions have been asked of the senior leaders on many aspects of school life.
 - Governors have a very good knowledge and understanding of the quality of teaching and learning. They ensure that only those teachers who perform well are rewarded with salary increases.
 - Many governors spend time in school and this enables them to check much of the school's work for themselves. For example, one governor, together with the senior leadership team, monitors the progress of all pupils and teaches mathematics to a group of Year 6 pupils on a weekly basis.
 - Governors ensure that the school's finances are spent wisely and are in the pupils' best interests. Governors know that the additional support provided for disadvantaged pupils is helping to improve their performance so that they achieve equally well to others.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are sensible, polite and helpful. Pupils of all ages say they feel happy and safe at school.

- In lessons, relationships between pupils and staff are extremely positive and, as a result, pupils concentrate well on learning and try hard. They are usually attentive and can be trusted to get on with their work without fuss; and they do. Pupils' presentation of their work, however, is not always of a high standard. Not all pupils know how best to set out their work.
- Pupils' good conduct is evident throughout the school day, including at lunchtimes. They keep the general areas around school and their classrooms tidy and free from litter.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils have a very clear understanding of the consequences of their actions and the difference between right and wrong.
- Pupils and parents say that bullying is rare. Pupils' understand what bullying is and the different forms it can take. The newly formed pupils' behaviour council are active in helping pupils to obey the school rules.

Safety

- The school's work to keep pupils safe and secure is good. Regular training keeps staff and pupils properly informed about safety matters. All are aware of the school rules and routines that help to keep everyone safe.
- Levels of supervision at different times of the school day, including during breakfast club, are good.
- Pupils are aware of potential dangers, for example, those caused by using the internet. They feel happy to talk to adults in school if they have any concerns and feel safe in school.
- Attendance has risen rapidly over the year and is above average. Pupils arrive on time and are properly prepared for school. Records show that there have been no exclusions for several years.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and has been effective in improving the standards attained by pupils across the school. The standard of work in pupils' books show that teaching is typically good in literacy, reading and mathematics.
- Relationships between adults and pupils and between pupils are excellent. Pupils behave well and lessons proceed with little interruption. Pupils enjoy working in small groups or with a partner in order to tackle challenging work and to solve problems.
- Teachers check carefully how well pupils are learning during lessons. Their skilful questioning and interesting stimuli are used to ensure pupils understand their work. Furthermore, pupils ensure they keep teachers informed of their level of understanding, such as, by placing various coloured cups on their tables. This feedback is used well to ensure that lessons progress at the right pace.
- Teachers' good understanding of what pupils know and can do ensures that they plan work that is generally matched well to pupils' varying needs and abilities. However, work for the most able pupils in some classes sometimes lacks challenge and this hampers their progress.
- Reading is very well taught across the school. Teachers' knowledge of how to teach reading through phonics (letters and the sounds they make) is particularly good. Achievement in reading has improved as a result.
- Pupils generally take pride in their work. However, the standard of pupils' handwriting is variable and pupils do not always understand how to set out their work. There is not yet a consistent approach across the school to the style of handwriting pupils are expected to use.
- Teaching assistants play an effective role at the school, supporting individuals and small groups. Their support helps disabled pupils, those with special education needs, disadvantaged pupils and those who speak English as an additional language, to achieve well.
- Pupils' work is generally marked regularly and accurately. Some pupils' work is marked very well, providing guidance to help pupils improve their work and affording pupils the necessary time to reflect and correct errors in their work. However, not all staff adopt this approach and so not all pupils know what they need to do to improve.

The achievement of pupils is good

- Since the previous inspection, standards across the school have risen. Pupils' progress has accelerated and is now good in all key stages. Pupils leave at the end of Year 6 well prepared for the next stage in their education.
- In 2013, attainment by the end of Year 2 dipped and was below average in reading, writing and in mathematics. Improvements to the quality of teaching in Key Stage 1 have reversed this dip and teacher

assessments in Year 2 in 2014 show that standards are now higher. Inspection evidence shows that pupils across Key Stage 1 are now making good progress from their previously lower starting points. By Year 2, most pupils now reach the expected levels of attainment across the subjects. However, the proportion reaching the higher levels of attainment is below average.

- Pupils achieve well in Key Stage 2. By the end of Year 6, standards in reading, writing and mathematics are broadly average. In 2013, in mathematics and in writing, the proportion of pupils making expected progress and the proportion doing better than this was similar to the national average and in reading was above average. School data and inspection evidence show that in 2014, achievement in Key Stage 2 strengthened further, particularly in writing, due to improvements in teaching.
- Achievement in reading across the school has improved and is good. The results of the Year 1 check on pupils' skills in phonics in 2014 were much higher than in 2013 and were above the national average.
- The increased proportion of pupils reaching the higher levels of attainment at the end of Year 6 in 2014 compared to 2013 are indicative of the school's success at meeting the learning needs of the most able pupils. Some pupils reach the highest Level 6. However, the most able pupils are not challenged consistently well in classes across the school. Too few reach the higher levels of attainment at the end of Year 2.
- Disadvantaged pupils supported by the pupil premium achieve well. In Year 6 in 2013, the attainment of disadvantaged pupils in reading, writing, and mathematics overall was about one term behind non-disadvantaged pupils in the school, and about a term and a half behind non-disadvantaged pupils nationally. Inspection evidence and school data shows that gaps in attainment across the school are closing.
- Disabled pupils and those who have special educational needs and those who speak English as an additional language achieve well from their starting points. This is as a result of the good provision made for them.

The early years provision

is good

- When children join the school in the Nursery or Reception Year, their level of skills, knowledge and understanding are typically below those expected for their age. There is often a very wide range of abilities. A minority of children have additional speech and language needs because they are just starting to learn to speak English. From their varying starting points, children make good progress so that, by the end of the Reception Year, the proportion of children achieving a good level of development is above average. Children are well prepared for learning in Year 1.
- Although some children have only been in school for a few weeks, they have settled in well and are making a good start to learning. Parents value the efforts of staff to ensure they, and their children, feel welcome. Parents appreciate the many opportunities to become involved in their child's education.
- Teaching is good. Careful daily planning ensures that children progress quickly and enjoy learning. The interesting range of activities on offer quickly engages children's interest. Exciting equipment is used to make learning fun and to extend children's knowledge and understanding of the world. A group of children had great fun pouring water down a shoot to move a pretend spider to encourage him to move out of his hiding place! As a result, children behave well.
- The development of children's communication skills is given high priority. Speaking and listening skills are central to every activity. Teachers and classroom assistants take every opportunity to help children to extend their speaking, listening, reading and writing skills. Reading is taught well. In a session in the Reception class, children made good progress in linking letters, using their skills confidently to complete a simple sentence, including a capital letter and full stop.
- Early years leadership is very effective, ensuring that good teaching and teamwork from staff pervades. Since the previous inspection, early years provision has improved. More children now reach a good level of development than did so previously. Leaders ensure that children are kept safe and feel safe.

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	105467
Local authority	Manchester
Inspection number	452012

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	504
Appropriate authority	The governing body
Chair	Fergus Kilroy
Headteacher	Kevin Corteen
Date of previous school inspection	14 May 2013
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