

Broughton Jewish Cassel Fox Primary School

Legh Road, Salford, Greater Manchester M7 4RT

Inspection dates

14–15 September 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school has the overwhelming confidence and support of parents with whom it works in strong partnership.
- The headteacher is leading the school very effectively. She has shown a constant, determined commitment to moving the school forward and has transformed the school in the last two years. Ably supported by the principal and senior leadership team, she has been unwavering in her determination to improve outcomes for all pupils.
- Effective leadership has led to improved teaching that engages pupils. Sometimes, however, teachers do not adapt their teaching quickly enough to challenge pupils because their subject knowledge is not deep enough.
- Governors have a very good understanding of the strengths of the school and where things need to improve even further. They have a wide range of skills and use them effectively to support and challenge leaders.
- Standards at the end of key stage 2 are above the national average, including for the most able and those who are disadvantaged.
- Pupils benefit from a lively curriculum. Their appreciation of British values is good. Pupils are given many opportunities to extend their social, moral, spiritual and cultural development.
- As a result of good teaching, pupils make good progress in all subjects. Occasionally teachers are not totally accurate about how well pupils are doing because they are not fully familiar with year group expectations.
- Levels of attendance are high and pupils enjoy coming to school.
- Pupils' positive attitudes and their good behaviour make a strong contribution to their learning. They have good relationships with each other and with adults. They feel safe and well looked after.
- Children in the early years get off to a good start and make good progress from their starting points. This is because of good teaching and strong leadership in this area of the school.

Full report

What does the school need to do to improve further?

- Strengthen teaching further by:
 - ensuring that teachers have secure subject knowledge across the curriculum so that they are confident to adapt and change lessons where necessary
 - ensuring that all teachers, including those early in their career, have a good understanding of expectations in each year group, including the early years, so that judgements about pupils' achievement are consistently accurate.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has played a pivotal role in turning around the school's fortunes. She has been instrumental in ensuring that the school has been transformed since the previous inspection.
- The senior leadership team has a good range of skills that allows them to examine in detail the school's performance and set targets for future improvements. This has resulted in good progress for all pupils and high levels of attainment at the end of key stage 2.
- The school has a majority of teachers who are at a very early stage in their career. They all receive very good support, particularly from the assistant headteacher and the deputy headteacher. The opportunities that all staff are given for training are extremely effective and closely linked to the school's priorities for improvement.
- Some middle leaders have only recently taken up their roles. Nevertheless, they all have a good understanding of the school's strengths and areas for development. They are beginning to check on the quality of learning and use this information to draw up actions for further improvement.
- The additional funding the school receives to support disadvantaged pupils is used effectively. Leaders ensure that these pupils are given a range of opportunities, including access to trips and musical tuition. In addition, it is used for the delivery of individual programmes to support those who may be falling behind. Consequently, these pupils achieve very well, particularly in reading and writing where there are no negative differences in achievement with other pupils nationally. The most able disadvantaged pupils make better than expected progress, particularly in reading and writing.
- The work of the special educational needs coordinator is successful in ensuring that the needs of pupils who have special educational needs and/or disabilities are met and they are well supported. As a result, these pupils make good progress and achieve well.
- The primary sports funding is used well. Pupils are taught by specialist coaches, alongside their teachers. This approach has allowed pupils to access a wider range of sports than previously and has improved their skills and confidence. For example, a group of girls who were reluctant to take part in sporting activities have embraced the chance to join a basketball group. Other pupils are taking part in various sports, such as dance, gymnastics and hockey.
- The curriculum is well thought out and interesting. Pupils study a wide range of subjects and topics and these are enhanced by many visits and visitors. For example, older pupils visited an event to commemorate the Battle of the Somme and younger pupils visited Brockholes Nature Reserve. The system used to measure achievement in subjects across the curriculum is quite new, but effective. This information confirms that pupils make good progress in different subjects.
- The school has worked hard to promote British values and, in particular, pupils' tolerance of other faiths and cultures. Both secular and Kodesh leaders work together to ensure that there are no contradictions in the curriculum and that they complement each other in the promotion of British values. This has been very effective. For

example, pupils are able to talk about other religions and they know how everyone is different and everyone is special. Pupils are also able to discuss other values such as democracy and rule of the law. They particularly enjoyed a visit to the Houses of Parliament.

- The school effectively promotes pupils' spiritual, moral social and cultural development. Pupils have strong links with other schools, different from their own, and they make regular visits to museums and theatres to develop their cultural awareness.
- Parents are very supportive of the school's work. They speak highly of leaders at all levels and are extremely positive about how well their children are achieving and the support they receive. 'This is a warm, family orientated, happy and excellent school' is a comment from one parent which is echoed by many others.
- The school is appreciative of the support offered by the school improvement partner. He has effectively supported the headteacher and governing body in making the necessary changes since the last inspection.

Governance

- Governors are extremely knowledgeable about their school. They have a wide range of skills that they use effectively to support and challenge leaders. Although disappointed with the result of the previous inspection, they quickly filled the vacant post of headteacher to help move the school forward.
- Governors receive a range of information about the school's performance from a range of sources. They are particularly adept at analysing this information and holding leaders to account for the school's performance. They understand that their role is strategic rather than operational, although many visit the school on a daily basis.
- The procedures for managing the performance of teachers is robust. Teachers are rewarded when governors are satisfied they are performing well.
- Governors have a very good understanding of the financial position of the school, including how well additional funding is spent to support disadvantaged pupils and those who have special educational needs and/or disabilities, and to enhance sports provision.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained to ensure that pupils are kept safe. Policies and procedures are reviewed frequently to guarantee that staff are always fully aware of their duty to keep pupils safe. There is a culture of ensuring that all staff do their utmost to ensure the safety of all.

Quality of teaching, learning and assessment

Good

- Teaching has improved considerably since the last inspection. Previously inadequate teaching has been eradicated and as a result pupils' achievement is now good.
- Teachers plan engaging lessons, classrooms are attractive and there are positive relationships across the school which allow pupils to flourish.

- Teachers skilfully question and probe pupils' understanding in subjects across the curriculum. However, the majority of teachers are at an early stage in their career. Some do not have deep enough subject knowledge to confidently adapt and change their lessons quickly enough in order to challenge pupils further.
- The teaching of reading is effective. Younger pupils use their knowledge of phonics to read a range of books. Pupils say they enjoy visiting the 'Whispering Wood' to listen to stories. Older pupils also enjoy reading. They are given numerous opportunities to read widely and often.
- Writing is taught well. Pupils make good progress and the most able pupils achieve particularly well in writing at the end of key stage 2. Teachers ensure that pupils are given exciting stimuli to harness their interest in the writing process. For example, Year 6 pupils used an app to explore a hidden city which they then described well in their writing.
- The teaching of mathematics has also improved since the time of the previous inspection. Teachers include additional challenges into mathematics lessons which pupils enjoy. These challenges are allowing pupils opportunities to reason about their mathematical understanding, and as a result the most able are making better progress.
- The school's policy for marking and feedback is applied consistently and to good effect. Pupils know what they have done well and understand how to improve their work further. Occasionally, some teachers' views of what pupils have achieved are overgenerous. This is because some teachers do not fully understand the expectations for each year group.
- The support given to pupils in lessons is good. Kodesh staff and other adults regularly attend secular lessons to assist pupils with their learning. This help is invaluable in ensuring that all pupils, including those who have special educational needs and/or disabilities, make good progress.
- Teachers with specialist skills in music, physical education and modern foreign languages are deployed well and have a positive impact on pupils' learning and enjoyment of school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and extremely proud of their school. This makes them eager to tell everyone about it. Parents also are overwhelmingly positive in their praise of the school. One parent described the school as 'having a very special soul'.
- Pupils have a good understanding of how to keep themselves safe in a variety of situations. Older pupils in particular have a good understanding of how to keep themselves safe on the internet. The school works hard to develop pupils' understanding of safety by enriching the curriculum with visitors such as officers from the police, fire and road safety services.
- Pupils have a good understanding of what constitutes bullying, including various forms of prejudice-based bullying. They say bullying is extremely rare, but if it does happen it is dealt with swiftly by staff.

- Pupils understand how to keep themselves healthy and look after themselves. The school supports vulnerable pupils well by working closely with families and external agencies to provide support where necessary.

Behaviour

- The behaviour of pupils is good. The school sets very high standards of behaviour for all pupils. Kodesh and secular staff work closely together to ensure similar expectations in both parts of the school. There is a calm and purposeful atmosphere in the school. Low-level disruption in lessons is extremely rare.
- There are a range of successful reward systems in place. One girl described how she was the 'special person' of the week in her class and how she would be rewarded in assembly with a badge and compliments from her peers.
- Attendance is high. Pupils value their education and are keen to come to school. One parent commented, 'My children love school and you can tell because they jump out of the car and run in each morning.'

Outcomes for pupils

Good

- Across the school pupils make good progress and achieve well. Results in the 2015 national tests were higher than those found nationally in reading, writing and mathematics by the end of Year 6. A notable success was the performance of the most able pupils. They outstripped others with the same starting points nationally.
- Current assessment information from the 2016 national tests shows a similar picture. The number of pupils achieving the expected standard for their age is above the national average. In addition, the number of pupils working beyond the expected standard is also above average.
- Leaders are acutely aware that the achievement of pupils in key stage 1 in 2015, particularly the most able pupils, was disappointing. A significantly low number of pupils attained the highest levels. Leaders took swift and decisive action to address this dip. Current assessment data indicates that pupils at the end of Year 2 in 2016 achieved well as a result of improvements to provision.
- The outcomes of the Year 1 phonics screening check are above the national average for boys and girls. This shows that the teaching of phonics and early reading is strong.
- The most able pupils make at least good progress. The number of pupils achieving the higher levels of attainment is significantly above the national average at key stage 2.
- The number of disadvantaged pupils in each year group is quite low. However, disadvantaged pupils, including the most able disadvantaged pupils, achieve well. In 2015, the proportions making better than expected progress in reading and writing were the same as other pupils nationally. Not as many pupils made better than expected progress in mathematics. However, current school data shows these differences are diminishing.
- Good adult support in the provision for pupils who have special educational needs and/or disabilities mean that these pupils make good progress across the school from their own starting points.
- The work in pupils' books shows that they make good progress in reading and writing. Pupils are given opportunities to read widely and write across the curriculum in a

variety of genres. As a result, achievement in all year groups is good and rising.

- Achievement in mathematics is also good. Pupils' work shows they have good mathematical understanding because teachers are increasingly creating opportunities to allow pupils to reason about mathematics and use and apply their knowledge.
- Standards in other subjects are strong. Pupils are challenged to deepen their understanding of geographical, historical and artistic understanding through well-planned and structured lessons. They are well prepared for the next stage of their education.

Early years provision

Good

- The headteacher, along with the early years leader, has been relentless in driving improvements in this area of the school. As a result, children in the early years get off to a good start and achieve well.
- Children enter the Nursery with skills and knowledge which are in line with those typically expected for their age. They make good progress across all areas of learning. The number of children achieving a good level of development at the end of Reception Year has been consistently above the national average for the last three years. Pupils are well prepared for Year 1.
- Children are excited to learn and teachers provide a range of interesting and absorbing activities to engage all the children. For example, children were learning about themselves and their families by dipping apples into honey to understand some of the ways to celebrate Rosh Hashanah.
- Children are confident to talk about their learning. They are given many opportunities to develop literacy and numeracy skills. One child was making a necklace and could describe that her necklace was longer because she had added more beads.
- The procedures for assessing children's progress are robust. Teachers and other adults skilfully question and observe children while they are learning. Parents contribute to assessments by posting information about their children to an online system.
- Partnerships with parents are very good and parents feel their children settle quickly. The school also has a good relationship with the adjoining kindergarten and other nursery providers. This means children make a smooth transition when they start school.
- Children enjoy learning outdoors and the school has worked hard to successfully improve outdoor provision since the last inspection.
- Keeping children safe is given a high priority. Policies and procedures to keep pupils safe are reviewed regularly. Staff are vigilant in promoting children's health and well-being. Consequently, children are confident, polite and well behaved.
- Leaders and managers have effectively used the early years pupil premium funding to ensure that these children are supported well in both Nursery and Reception. As a result, disadvantaged children make good progress.

School details

Unique reference number	138543
Local authority	Salford
Inspection number	10012211

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Dov Black
Headteacher	Mel Eastwood
Telephone number	0161 921 2500
Website	www.bjcfps.co.uk
Email address	admin@bjps.net
Date of previous inspection	17–18 June 2014

Information about this school

- This is an average-sized primary school, which has grown over the last two years.
- The school has a before- and after-school club, which is under the same management as the school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The proportion of pupils in receipt of an education, health and care plan is also below average.
- The proportion of disadvantaged pupils eligible for support from the pupil premium funding is lower than the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- There has been a change to the leadership since the previous inspection. The new headteacher took up post in 2014.

- A majority of teachers are in the very early stages of their career, including five teachers who had only joined the school the previous week as newly qualified teachers.
- The school does not meet requirements on the publication of information about its policies and the pupil premium on its website.
- The school is led by a headteacher responsible for secular studies and a principal responsible for Kodesh studies. The two elements of the school work in close partnership.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school benefits from working in a local cluster of schools.

Information about this inspection

- The inspectors observed teaching in lessons, including joint observations carried out with the headteacher and deputy headteacher.
- The inspectors listened to pupils reading. They looked at examples of pupils' work and observed pupils at lunchtime and breaktimes.
- The inspectors held meetings with pupils, staff, members of the governing body and the school improvement partner. They spoke to parents as they brought their children to school.
- There were 115 responses to Ofsted's online questionnaire, Parent View, including 108 text responses.
- The inspectors looked at a range of documents, including data on pupils' current progress across the school, the school's view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- The inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.
- There were no responses to staff or pupil questionnaires.

Inspection team

Emma Jackson, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Keith Wright	Ofsted Inspector

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