



Broughton Jewish Cassel Fox Primary School

Inspection Report

Unique Reference Number 105971
LEA Salford
Inspection number 277459
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Mrs Sarah Drake CfBT Lead Inspector

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

Type of school	Primary	School address	Legh Road
School category	Voluntary aided		Salford
Age range of pupils	3 to 11		Manchester M7 4RT
Gender of pupils	Mixed	Telephone number	0161 792 7773
Number on roll	344	Fax number	0161 792 7768
Appropriate authority	The governing body	Chair of governors	Mr S Pine
Date of previous inspection	17 January 2000	Headteacher	Rabbi D Kerbel

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Due to its religious character, this large primary school accepts pupils from a wider area than its immediate surroundings. It places equal emphasis upon religious and secular studies. There are almost twice as many boys as girls on roll. Very few pupils are eligible to receive a free school meal and a smaller than average proportion has learning difficulties and/or disabilities. Broadly average numbers speak English as an additional language and slightly more pupils than usual join or leave the school at other than the usual times.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Broughton Jewish Cassel Fox is a good school with a highly distinctive character. It develops in its pupils a strong sense of community and enables them to achieve exceptionally high standards in English, mathematics and science. The school is far from complacent and has a good understanding of its strengths and the areas that need further development. It provides good value for money. Since the last inspection there has been good improvement in the development of the curriculum for pupils of all ages, the use of assessment and the provision for information and communication technology (ICT). Standards in this subject are now above average and teachers make better use of ICT as a tool for learning. Pupils generally behave well and strong relationships underpin their good personal development. Good quality teaching ensures pupils of all abilities make at least good progress in most years and this accelerates in the upper juniors where some teaching is outstanding. However, teachers do not all have sufficiently high expectations of pupils' ability to work independently. Marking is supportive but does not provide enough structured guidance for pupils on what to focus on next to improve their work. The quality and standards in the Foundation Stage are good. Nursery staff capitalise well on the children's willingness to experiment and the opportunities to promote learning through play outdoors. The under-developed outside area for Reception children militates against such positive child-centred learning. Good levels of care mean that pupils feel comfortable in school and grow in confidence. Strong leadership and management ensure that the school achieves consistently high standards while broadening its provision. Increasingly good partnership with the local authority, parents and outside agencies is helping the school to move forward well. There is good capacity for further improvement.

What the school should do to improve further

- Raise teachers' expectations of pupils' independence and creativity.
- Help pupils to understand more clearly what they need to do to improve their work and take greater responsibility for their own progress.
- Improve the outside provision for pupils in the Reception year.

Achievement and standards

Grade: 1

Achievement and standards are outstanding. On entry to the Nursery, most children have skills that are above average for their age. Their language skills develop particularly well in the Foundation Stage and the great majority achieve the expected levels by the time they enter Year 1, with many exceeding these. In the 2005 tests, Year 2 pupils gained above average results in reading, writing and mathematics, with a particularly strong performance in writing at the higher Level 3. Year 6 pupils achieved exceptionally high results in English, mathematics and science, continuing the trend of the previous five years. Pupils of different abilities, boys and girls, and those for whom English is an additional language, all made very good gains in their learning while in Key Stage

2 and the school exceeded its very challenging targets. The standards achieved by current pupils are equally impressive with well over half of Year 6 working at the higher Level 5 in all three of the tested subjects. Standards in ICT are also above average. For example, Year 6 pupils confidently used hyperlinks on the Internet to find examples of bias, fact and opinion about the World Cup. High quality teaching in Years 5 and 6 underpins pupils' unusually high levels of achievement.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils of all ages say that they like being at school. They are positive about what they do and particularly enjoy the extra activities such as sudoku and hockey club. They greatly appreciate the excellent playground facilities. They act safely, take exercise, know that they need to drink plentifully in hot weather and talk confidently about the dangers of drugs. The school's determined action to improve attendance from a sharp drop in 2005 means that this is now satisfactory, although considerable numbers of pupils arrive late for registration.

Pupils are very aware that there is more to life than the mundane. Pride in the Jewish identity is paramount and differences within the Jewish community are respected. Pupils' knowledge of other cultures is less strong but the emphasis placed in developing good 'Middos' ensures that they treat others with tolerance and great politeness. Pupils feel valued. As one pupil said, 'You have to work very hard to get an award so you really feel proud inside.' Good quality relationships, assisted by opportunities to resolve problems through discussion, create a positive, orderly community. Behaviour is generally good because pupils know what is expected of them, although occasionally some silliness impacts on their learning. School council and Eco-group members have a positive impact on school life; for example, through improving the toilet facilities or raising awareness of the importance of recycling. Pupils leave school as confident, mature and caring individuals. Their very strong work ethic and well developed personal skills equip them well for later life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers plan thoroughly, explain very clearly the new learning for the lesson and question pupils skilfully to probe their understanding. They use interactive whiteboards effectively to capture pupils' interest and to help them understand new ideas. In Years 5 and 6, lessons move at a fast pace with challenging activities that require pupils to think hard and justify their answers. Teachers move around the class very well, ensuring that pupils sustain their interest and highlighting any misconceptions which are then clarified through whole class discussion. Lower down the school teachers occasionally spend too long introducing the work so pupils become unsettled and less focused. There is too much use of

worksheets. Opportunities to develop pupils' independence and creativity are lost because teachers do not adapt work sufficiently to match all abilities within the class. All teachers insist that homework is completed. They mark work regularly and positively but do not always give pupils an area to focus on in order to improve, nor do they refer back to improvements made to help pupils' appreciate their own progress. Good systems for assessing attainment and monitoring pupils' progress lead to swift intervention. Pupils with learning difficulties and/or disabilities achieve very well because work is suitably adapted for them and teaching assistants provide targeted support in a caring and sensitive manner.

Curriculum and other activities

Grade: 2

The curriculum is good. It is effectively planned to ensure that pupils learn skills as well as factual knowledge in a logical, progressive manner. The setting arrangements for English and mathematics, with the emphasis on smaller numbers in the lower sets, successfully promote high standards for all pupils. Provision in ICT has greatly improved and pupils have opportunities to develop their skills in this subject across many areas of the curriculum. Under-development of the outdoor area for Reception age children means that there are few opportunities that capitalise on their enjoyment and learning through play. Pupils throughout the school particularly enjoy the opportunities to develop their skills in art and music. Sports activities, visits and visitors help pupils to understand how to stay safe and healthy and broaden their horizons. One Year 6 boy described the residential visit to Israel by saying, 'It was inspirational. We learned so much from it!'

Care, guidance and support

Grade: 2

Good quality care, guidance and support create a happy environment for pupils. They enjoy coming to school, secure in the knowledge that trusted adults are always on hand to ease any anxieties they may have. Staff know the pupils well and are aware of their personal and family circumstances. Pupils say that bullying is rare and dealt with swiftly and effectively. Older pupils feel very well prepared for the move to secondary school. Good support for pupils with learning difficulties and/or disabilities ensures they make as good progress as other pupils. However, pupils are not sufficiently clear about how to improve their work. The good level of care is reflected in the thoroughness of the health and safety checks and risk assessments. Child protection procedures are firmly established. Pupils at risk are quickly identified and supported. Arrangements are in place to ensure safe recruitment of staff. The school works successfully with outside agencies to help and support its pupils.

Leadership and management

Grade: 2

Good leadership and management ensures that standards at the end of Year 6 are well above average year after year, pupils are well cared for and they mature into confident, polite young people. This is achieved through rigorous analysis of individuals' progress which leads to effective action. For example, reading standards have improved through imaginative use of time, the involvement of parents, and teachers' regular commitment to individuals causing concern. Members of the senior management team have clearly defined roles and differing skills that complement each other well. The leadership has recently conducted a 'Great Vision' exercise involving pupils, parents and staff to help guide its forward strategy. Leaders are aware that development planning does not cover a sufficiently long time span or have success criteria related to pupils' learning. However, the school has a common sense of purpose and a clear understanding of the current areas for development. Subject leaders monitor teachers' planning and pupils' work as well as conducting lesson observations. Observations focus more on teaching practice than pupils' learning but evaluations have led to, for example, increased use of mental starters in mathematics lessons. The school's increasingly close working with the local authority and other schools has had a significant impact on its improved ICT provision. The great majority of parents are very supportive of their children's learning and they appreciate the headteacher's lively weekly newsletter. Governors are well informed and very supportive while being prepared to challenge the leadership when they feel this is necessary. The school runs smoothly and good financial management is helping to reduce the deficit budget. The school is very successful in providing a high quality secular education within a distinctive religious context.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed our recent visit to your school and would like to thank you for being so welcoming to us. It was very helpful that you were so willing to share your views with us because you are the experts about your school and helped us to understand what it is like to be a pupil there. You told us that it is a good school and we agree with you. Here is a list of things that we particularly liked about your school:

- you work hard and by the end of Year 6 reach very high standards of work
- you form good relationships because you are tolerant and respectful
- you make very good use of your excellent playground facilities
- your teachers explain very carefully what they want you to do and give you good support so that pupils of different abilities all achieve well
- you have good opportunities to develop your information and communication technology (ICT) skills
- staff provide good quality care for you so that you feel comfortable in school and can concentrate on learning
- your senior teachers watch very carefully to make sure that you are making enough progress and take swift action if there are any problems
- they have a good idea of what needs to change and are working increasingly closely with other people to help bring about improvements.

To make your school even better we have asked your headteacher and teachers to:

- give you more opportunities to work independently and creatively
- help you to understand more clearly how to improve your work
- improve the quality of the outdoor area for Reception children.

Your job will be to continue to work hard, enjoy learning and arrive punctually in the mornings.