

Broughton Jewish Cassel Fox Primary School

Inspection report

Unique Reference Number	105971
Local Authority	Salford
Inspection number	324308
Inspection date	25 June 2009
Reporting inspector	Philip Cole

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	344
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr A Pfeffer
Headteacher	Dr Leon Bernstein
Date of previous school inspection	3 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Legh Road Salford Manchester M7 4RT
Telephone number	0161 7927773

Age group	3–11
Inspection date	25 June 2009
Inspection number	324308

Fax number

0161 7927768

Age group	3-11
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards in Key Stage 1, the consistency in the quality of teaching and the effectiveness of leadership in promoting improvement. Evidence was collected from national published data, the school's own assessment and evaluation records, observations of lessons, pupils' completed work and interviews with pupils, staff and three governors. The views of parents were also taken into account through the parents' questionnaire. Other aspects of the school's work were not investigated in detail but on the whole, inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a large school that serves the local Jewish community but also accepts pupils from a much wider area. It places equal emphasis on religious and secular studies and has extended opening hours to make this possible. The religious aspects of the school are the subject of a separate inspection. The governors are responsible for a kindergarten located on the school site and this was also inspected as part of a single inspection with the school. The Early Years Foundation Stage in the school consists of Nursery and Reception classes. Very few pupils in the school are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities and the proportion who speak English as an additional language are both smaller than the average.

The school has achieved the Silver Eco-School Award and is currently working towards the Healthy Schools Award. The headteacher was appointed in January 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that enjoys the strong support of the community it serves. Parents are delighted with the high standards it achieves. They also appreciate the impeccable manners and respect for others the school instils in its pupils and the safe and caring environment that it provides. Pupils share their parents' enthusiasm. They enjoy their lessons, work hard and eagerly join in the good range of clubs and out-of-class activities, including the annual garden party that raises funds for a variety of charities. Pupils feel very safe and secure in school and really appreciate that the school listens to their suggestions. They are proud of the impressive playground facilities and arrangements that they helped to bring about.

Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of cultures and ways of life different to their own is satisfactory. Behaviour is good, everyone gets on very well together and pupils have a good understanding of what they need to do to keep fit, healthy and out of harm's way. Pupils make a good contribution to the school and its wider community through, for example, their work as 'Playground Pals', involvement in recycling and the performances of the choir. These strengths reflect the school's effective promotion of pupils' personal social development and its work towards external awards. Despite many pupils travelling considerable distances to school and their participation in religious holidays, attendance is good. Excellent basic skills and good overall personal development ensure that pupils are well placed to face the future.

Overall, pupils' achievement is good. Pupils make good progress from starting points that are above those typically expected for their age when they enter the Nursery to reach standards that are high compared with schools nationally by the end of Year 6. Progress, however, is uneven. Children in the Early Years Foundation Stage make good progress, while progress in Key Stage 1 is satisfactory and in Key Stage 2 it is often outstanding. This reflects more consistently effective teaching in the Early Years Foundation Stage and Key Stage 2. For several years standards have been consistently above average at Year 2, although showing a slight downward trend, and high by Year 6. Current standards show improvement in reading and mathematics by the end of Year 2, following the successful action taken to raise standards in both. Standards in writing, however, have dipped. In the current Year 6, the high standards in mathematics and science have been broadly maintained but assessments in English indicate they have fallen from the previous year. Achievement for these pupils is, nonetheless, impressive given their particular starting points on entry to Year 3. The school provides well-planned and effective support for pupils with learning difficulties and/or disabilities and also those who speak English as an additional language and both groups make consistently good progress across the school.

Teaching is good overall. Teachers make clear to pupils what they will be learning and almost always pupils work purposefully to achieve what has been planned. In all but a few lessons teachers are very effective in managing pupils' behaviour and little time is ever wasted. Skilful teaching assistants are used well to ensure that pupils who need extra help succeed in lessons. Tasks are well matched to pupils' different needs. Teachers make helpful comments on pupils' work. Pupils appreciate this guidance and feel that it helps them to both improve what they do and to take the next steps in their learning.

Effective links have been forged between these curricula and between the subjects of the National Curriculum. These improve the efficiency with which the curriculum is delivered. A

good range of clubs including the introduction of more opportunities for sport and physical activity enrich provision, as does the appropriate use of visits and visitors. The school has rigorous procedures in place to ensure the security of pupils and it meets safeguarding requirements. The caring ethos of the school underpins good overall care, guidance and support. The school works effectively with parents and agencies to support pupils when they need it. The assessment and planning of provision for pupils who need extra help is well organised and implemented. The recently improved tracking and target-setting systems are further enhancing the effective academic guidance given to pupils.

Leadership and management are good. A professional and effective leadership team ably supports the headteacher. There is shared sense of purpose in the school. Challenging targets are set for Year 6 but the bar should be raised for standards at the end of Year 2. Leaders' evaluations of the school's strengths and weaknesses are mostly accurate and are used to develop clear plans to bring about improvements. These are implemented effectively. Governors are very supportive of the school but rely a little too heavily on the reports they receive when forming their view on the effectiveness of the school and not quite enough from other sources. The school's promotion of community cohesion is satisfactory overall. It is good at the level of the school and its community. As a result, all pupils have equality of opportunity and do not suffer from discrimination. The school is now starting to promote community cohesion in a wider context, where it is currently satisfactory. The school's capacity to improve further is good. Despite some recent improvements to standards in reading and mathematics, pupils still do not make as much progress as they should in Key Stage 1.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for children aged two to five years is good. The youngest children, aged two to three years, are catered for in the Kindergarten and the older children in the Nursery and Reception classes.

In the Kindergarten, well qualified and enthusiastic staff care for children extremely well in a safe and supportive environment. Children make rapid progress in all areas of learning so that by the time they enter the Nursery class, many have skills and knowledge that are above the expectations for their age.

The quality of teaching and learning is good across the settings. Children work well both cooperatively and independently and are fully engaged as learners in a busy, purposeful working environment. Children's behaviour and their enjoyment of learning are good and welfare requirements are fully met in both settings. Children are allocated a key worker, and this helps them to feel safe and secure. Staff offer children a wide range of stimulating activities. In the Kindergarten, for instance, children happily learned about capacity while playing with a castle and a moat. In the Nursery, children developed language skills well as they followed Elmer's Journey and used finger paintings to construct a collage. There is a good focus placed on developing children's literacy and numeracy skills and in the Reception class, children receive their entitlement to a daily phonics lesson. Staff in both settings observe and assess children effectively but the identification of the next steps in children's learning is inconsistent between classes. Parents are encouraged to be fully involved in children's learning but, as yet, in both settings, they are not fully involved in the assessment process.

Good provision across the Nursery and Reception classes ensures that children make good progress towards the early learning goals, particularly in their personal, social, emotional

development which is outstanding. By the time they enter Year 1 almost all children reach expected levels for their age and many exceed them.

Leadership and management in both settings are good. Managers have a good understanding of the requirements of the Early Years Foundation Stage Statutory Framework and are constantly seeking to improve the provision. There is a good capacity for future improvement.

What the school should do to improve further

- Improve the quality of teaching in Key Stage 1 to raise achievement and standards, particularly in writing.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Broughton Jewish Cassel Fox Primary School, Salford,

M7 4RT

Thank you very much for making us so welcome when we inspected your school. We enjoyed talking to you and are grateful that you shared with us your views about being in the school. This helped us to arrive at our judgements. We agree with you that your school is a good school. I have listed below the main reasons why we judged your school to be good.

- Overall, you make good progress from the time you come into school through to the end of Year 6, by which time you achieve standards that are high.
- Your behaviour is good, you get on very well together and work hard.
- Your teachers make sure you understand what you are learning and give you work that enables all of you to succeed.
- All the adults in school look after you very well, teachers regularly check that you are making good enough progress and help you to understand what you need to do make your work better.
- The senior staff keep a close eye on how well the school is working and take action to make things better when this is needed.

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

- raise achievement and standards in Key Stage 1, particularly in writing (because they are not quite as good here as they are in Key Stage 2)
- tackle the recent dip in standards in English in Key Stage 2
- improve the quality of teaching in Key Stage 1.

You can help by continuing to work hard and to support one another in your learning.