

# Inspection of a good school: Co-op Academy Broadhurst

Williams Road, Moston, Manchester M40 0BX

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Inspection dates:

21 and 22 March 2023

## **Outcome**

Co-op Academy Broadhurst continues to be a good school.

## **What is it like to attend this school?**

Pupils of all backgrounds, cultures and ethnicities are guaranteed a warm welcome at this happy and nurturing school. New pupils, including children in the early years, quickly settle in well and soon feel valued members of the Broadhurst family.

Staff are always on hand with a warm smile and a listening ear if pupils have any worries or problems. Leaders quickly deal with any bullying incidents should they arise. This helps pupils to feel special and safe.

Leaders have created a can-do culture where pupils are encouraged to try their best each day. Pupils proudly strive to live up to leaders' high expectations of them. They work hard and relish the wealth of opportunities that leaders provide. Pupils behave well and play in harmony together.

Pupils work together to continually improve their school. Members of the school parliament meet regularly with the school's 'prime minister' to organise special events and to support their local community. Mental health leaders help pupils to understand the importance of looking after their emotional well-being. Sports' ambassadors encourage pupils to keep fit and healthy.

Parents and carers, who shared their views, feel a valued part of the school community.

## **What does the school do well and what does it need to do better?**

Leaders are proud of their broad, bespoke and ambitious curriculum. They have considered carefully the knowledge and vocabulary that they want pupils to acquire from the beginning of the early years to the end of key stage 2. The content that pupils will learn is introduced in a logical way. This helps pupils, including those with special educational needs and/or disabilities (SEND), to build on what they know.

Leaders and staff make well-considered, regular refinements to their subjects to further strengthen and improve them. In a few subjects, these refinements are very new. It is too soon to see the impact of these recent changes.

Leaders have made sure that staff have many opportunities to deepen their subject knowledge through engaging in regular curriculum training. This helps teachers to deliver curriculums consistently well. Staff use assessment information effectively to check what pupils understand and remember day-to-day and overtime. They use this information to address misconceptions and to ensure pupils are remembering key content in the longer term.

In the most recently published data, pupils at the end of key stage 2 did not perform as well as their peers nationally. This was due to a significant proportion of pupils having additional needs. In contrast, current pupils across the school, including those with SEND, demonstrate strong knowledge across the curriculum. Pupils at the end of the Reception class are well prepared for the demands of key stage 1.

Leaders make sure that reading enjoys a high priority in school. This begins with the youngest children. They benefit from a well-thought-out phonics curriculum, which they begin to learn as soon as they start school. In lessons, most pupils confidently show that they are learning the phonics programme well.

Staff are very positive about the changes to the early reading programme. Expert training helps them to deliver the programme consistently well. Beginner readers enjoy practising reading new books using the sounds that they have learned in class. Leaders provide pupils who have fallen behind in reading with effective support. However, some of these pupils' progress is hampered by frequent absences from school. Older pupils read with confidence. They are very proud of the attractive and well-resourced new school library.

Leaders and staff have high ambition for pupils with SEND. Leaders have made sure that staff receive high-quality training and support. This helps them to swiftly identify pupils' needs and to adapt the delivery of the curriculum effectively. Pupils with SEND are active members of the school community.

Leaders have thought carefully about pupils' wider development. They have made sure that pupils have a wealth of opportunities to be well prepared for life in modern Britain. Leaders support pupils to be active and responsible citizens. Pupils are taught to express their opinions in a mature and respectful way. They have a strong awareness of both their rights and responsibilities. The youngest children enjoy learning about the world around them. They squealed with delight when they discovered spiders and other minibeasts in the woodland area.

Pupils' conduct during lessons and around the school embodies the school's values and ethos. They can learn undisturbed. Pupils who sometimes struggle to manage their feelings and emotions are well supported by pupils and adults alike.

Trustees, governors and the chief executive officer share a clear vision for continual improvement and have high ambition for the school. They know the school well. Staff are

proud members of the school community. They feel that trust and school leaders manage their workload and consider their well-being effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are resolute in their determination to keep pupils safe. They go out of their way to make sure that families receive support promptly. Leaders undertake checks thoroughly before appointing staff. Staff are highly alert to the slightest change in pupils' demeanour or behaviour. Leaders work very effectively with a wide range of external agencies.

Leaders make sure that pupils learn about different aspects of safety. For example, pupils learn about fire and road safety. Older pupils show a secure understanding of different aspects of safety, including keeping themselves safe online and the importance of enjoying healthy relationships.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some struggling readers do not attend school frequently enough. This hinders their progress through the reading programme. Leaders should continue to work with families to ensure that these pupils attend school regularly.
- In a few subjects, leaders have recently made some further refinements to these curriculums. It is too soon to see the impact of these recent changes. Leaders should check that these refinements have a positive impact, so that pupils develop even deeper knowledge over time.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Broadhurst Primary School, to be good in November 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146227
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10256110
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Russell Gill
<b>Headteacher</b>	Janette Gough
<b>Website</b>	<a href="http://broadhurst.coopacademies.co.uk">broadhurst.coopacademies.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Co-op Academy Broadhurst converted to become an academy school in November 2018. When its predecessor school, Broadhurst Primary School, was last inspected by Ofsted, it was judged to be good.
- Since the last inspection, the school has become part of the Co-op Academies Trust.
- Leaders do not currently make use of any alternative provision for pupils.
- Leaders provide a breakfast and an after-school club.

## Information about this inspection

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and she has taken this into account in her evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and music. For each deep dive, the inspector met with leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning, and reviewed samples of pupils' work.
- The inspector observed pupils from Year 1 to Year 3 reading to familiar adults.

- The inspector also considered other subjects on the school's curriculum. She talked to the leaders who lead these subjects and the trust's curriculum leader. The inspector also spoke to pupils about their learning in these subjects and looked at their books.
- The inspector held discussions with the headteacher, other leaders and staff.
- The inspector met with governors, including the chair of the Academy Governing Council. She also spoke with the trust's chief education officer, the trust's regional director, and the trust's curriculum leader.
- The inspector spoke with different groups of pupils to gather their views of the school, including discussions about their behaviour and learning. She also observed pupils' behaviour during lessons and at playtimes.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She spoke to several parents at the start of the school day. The inspector also considered the responses to Ofsted's online survey for staff and Ofsted's online survey for pupils.
- The inspector met with those responsible for safeguarding at the school. She scrutinised a range of documentation in relation to safeguarding. The inspector also spoke with governors, staff, parents and pupils about safeguarding.
- The inspector considered a range of documentation provided by school leaders and staff. This included the academy's development plan, minutes of academy governing council meetings, headteacher reports and the leaders' self-evaluation document.

## **Inspection team**

Louise McArdle, lead inspector

His Majesty's Inspector

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