

Inspection of Broadoak School

Warburton Lane, Partington, Manchester M31 4BU

Inspection dates: 23 and 24 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Good

The headteacher of this school is John Knowles. This school is part of The Dean Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tarun Kapur, and overseen by a board of trustees, chaired by Damian McGann.

What is it like to attend this school?

Broadoak School is a warm and welcoming place. Pupils understand the importance of respecting the differences between each other. As such, they are courteous and friendly. This helps the high proportion of pupils arriving from different countries to settle into school well. Most pupils behave well in lessons and during social times. Pupils, including those with special educational needs and/or disabilities (SEND), typically enjoy coming to school.

The school has worked closely with the trust to improve the curriculum. This has helped to raise the expectations set for pupils' achievement. Nonetheless, the refined curriculum is not delivered as well as intended. Therefore, some pupils do not learn all that they should to help them to achieve well.

Pupils appreciate the broad range of extra-curricular activities in which they can participate. They enjoy attending friendship, puzzle, volleyball and debate clubs. Such opportunities help pupils to build their confidence. Some pupils relished taking part in recent eco-friendly projects, such as litter picking at Dunham Massey. Other pupils value the opportunities to serve the elderly in the community and collect food items for the local foodbank. These experiences help pupils to further develop their understanding and awareness of life beyond the classroom.

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

The trustees and members of the local governing committee are committed to improving the quality of education that pupils receive. They have worked productively with the school to refine the curriculum so that it is ambitious for all pupils, including those with SEND. The English Baccalaureate sits at the heart of the curriculum. This has ensured that pupils, including those with SEND, study a broad range of subjects. Through careful consultation with staff, the school has ensured that these changes to the curriculum have not had a negative impact on staff's workload and well-being.

Teachers know what knowledge pupils should learn and when this should be taught. That said, some teachers do not have the knowledge and skills that they need to design learning activities that help pupils to learn subject content. Furthermore, the school has not checked to make sure that the curriculum is being taught as intended. Therefore, weaknesses in the delivery of the curriculum have not been identified and sufficiently addressed. Pupils have not benefited from the renewed curriculum as well as they should. This means that pupils' achievement across subjects is uneven.

The use of assessment strategies across subjects and key stages remains under development. Some teachers do not identify and address errors in pupils' knowledge. At times, they do not ensure that pupils have understood earlier content before moving on to new learning. This prevents pupils from building on their knowledge well over time.

The school's actions to identify pupils' additional needs are swift and accurate. Nonetheless, some staff are not trained well enough to understand how to meet the needs of pupils with SEND. Consequently, they do not adapt their teaching for these pupils successfully. This leaves some pupils with SEND unable to learn the curriculum as well as they should.

The school has set up effective processes to help staff to identify gaps in pupils' reading knowledge. Targeted support has been introduced to help pupils in key stage 4 who struggle to read. These pupils are beginning to reap the benefits of this support. However, pupils in key stage 3 have not had similar opportunities. This limits how quickly they gain confidence in reading. Some pupils in key stage 3 are unable to access the curriculum as a result.

The school has begun to see the positive impact of its new behaviour and attendance management strategy. For example, the school's 'AMBER' and 'LINK' programmes have encouraged pupils to better engage with learning. As a result, lessons generally proceed without interruption. The school has worked alongside professionals, parents and carers to overcome the barriers that have prevented some pupils from attending school regularly.

Through the school's personal, social, health and economic education curriculum, pupils learn about keeping healthy and safe. For instance, pupils understand the risks of drugs, vaping and gangs linked to their local area. Pupils in leadership positions such as the equality, diversity and inclusivity ambassadors enjoy helping other pupils to broaden their understanding of different cultures. For instance, they successfully delivered culture days and assemblies. This helps to create a sense of community and belonging across school.

The school offers a strong careers programme. Key stage 4 pupils take part in a wide range of work experience. They receive ample advice and guidance about their next steps in education, employment and training. This means that pupils are well informed when making their career choices.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not checked that the renewed curriculum is being delivered as intended. This prevents the school from spotting weaknesses in the way that some lessons are designed. As a result, some pupils do not benefit from the changes in the curriculum as well as they should. The school should ensure that it monitors the delivery and impact of the new curriculums so that it can help staff

who need extra support and also be assured that the new approaches are making the desired difference to pupils' achievement.

- Some staff have not received the training and support that they need to successfully adapt their teaching to meet the needs of pupils with SEND. This means that some pupils with SEND do not learn as well as they should. The school should make sure that teachers have the guidance and knowledge that they need to ensure that pupils with SEND progress well through the curriculum.
- Some teachers do not use assessment strategies well enough to identify errors in pupils' knowledge. This means that misconceptions are not addressed. The school should ensure that teachers are suitably equipped to check that pupils' earlier learning is secure and that they remedy these gaps swiftly.
- Pupils in key stage 3 who find reading difficult do not receive the support that they need to overcome gaps in their reading knowledge. These pupils do not gain confidence and fluency in reading. This prevents them from accessing the curriculum. The school should ensure that pupils who need extra help to read successfully receive the support that they need so that they become competent and confident readers.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138124
Local authority	Trafford
Inspection number	10321432
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	Board of trustees
Chair of trust	Damian McGann
CEO of the trust	Tarun Kapur
Headteacher	John Knowles
Website	www.broadoakschool.co.uk
Date of previous inspection	9 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Dean Trust multi-academy trust.
- The current headteacher was appointed in January 2020.
- The school uses three registered alternative providers for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the CEO of the trust, the headteacher, senior leaders and subject leaders. Inspectors met with a range of other staff and leaders during the inspection.
- Inspectors spoke with representatives of the local governing committee and the board of trustees, including the chair of governors. Inspectors also spoke with a representative of the local authority and the alternative providers.
- The inspectors observed pupils' behaviour across the school, including at social times.
- Inspectors carried out deep dives in these subjects: mathematics, science, English, geography and Spanish. For each deep dive, inspectors discussed the curriculum with leaders and teachers, visited a sample of lessons, reviewed samples of pupils' work and spoke with some pupils.
- Inspectors met with leaders to review other areas of the curriculum.
- Inspectors spoke with the leaders responsible for pupils' personal development, early career teachers, behaviour and attendance, careers, the provision for SEND and reading.
- Inspectors reviewed a range of documents, including leaders' self-evaluation and records relating to pupils' attendance and behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Amina Modan, lead inspector	His Majesty's Inspector
Paula Crawley	Ofsted Inspector
Niamh Howlett	Ofsted Inspector

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