

Inspection of Broadoak Primary School

Fairmount Road, Swinton, Manchester M27 0EP

Inspection dates: 23 and 24 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Karen Wild. Broadoak Primary School is a single-academy trust, which means that other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Douglas Watt.

Ofsted has not previously inspected Broadoak Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Broadoak Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils are happy and flourish at this exceptionally caring school. Staff greet pupils warmly each morning. Pupils' behaviour is exemplary. Respectful relationships permeate throughout the school. Pupils get along incredibly well and look out for each other thoughtfully.

The school sets the highest expectations for pupils in all aspects of school life. Pupils are eager to do their best. They embrace the rich learning opportunities that staff provide for them. Pupils show admirable attitudes to learning. They grow in curiosity and fascination about the world around them. Pupils relish any challenge that is presented to them. These positive attitudes make a strong contribution to pupils' exceptional achievement across the curriculum.

Pupils enjoy an abundance of wider curriculum opportunities, such as residential visits, clubs, trips and visitors. These enrichment experiences help to shape pupils into resilient and independent learners. Pupils take on leadership responsibilities determinedly. They want to make a positive difference to their school. For example, during breaktimes, the 'BFFs' organise games for pupils to play so that no one is left on their own.

Pupils leave school with their 'Broadoak Backpacks' full to the brim with the skills and knowledge that they need to be successful in the future. They wear the school badge with tremendous pride and they feel privileged to attend this school.

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

The school has designed an aspirational curriculum. The important knowledge and vocabulary that pupils should learn has been meticulously thought out for all year groups, including the early years. The curriculum is well structured and builds progressively. The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). It has carefully considered how to overcome the barriers to learning that some pupils face.

Pupils experience carefully crafted lessons. Teachers use their excellent subject knowledge to present information clearly. They provide many opportunities for pupils to revisit their prior learning. Skilfully designed activities reveal any misconceptions in pupils' knowledge. Teachers address these misunderstandings quickly, so that gaps in learning are minimised.

Teachers expertly use a range of assessment strategies to check that pupils' understanding is secure. This begins in the early years, where high-quality interactions tease out children's thinking. Pupils confidently demonstrate the rich body of knowledge that they acquire over time.

The school identifies the additional needs of pupils with SEND as early as possible. These pupils receive swift and effective support. Teachers deliver bespoke adaptations during lessons to ensure that pupils with SEND achieve highly.

The school expects pupils to become avid readers. It prioritises reading from the minute that children join the school. Children in the early years delve into an environment with a plethora of books. A carefully selected phonics programme is delivered effectively by well-trained staff. The few pupils who fall behind receive the support that they require to catch up quickly. Pupils develop their reading fluency well. They read books that accurately match the sounds that they already know. By the time pupils leave the school, they are well equipped to face the reading challenges of key stage 3.

There is a calm and purposeful atmosphere throughout the school. This begins in the early years, where there is a sharp focus on positive learning behaviours. Pupils are strong team players. They live out the vision of 'working together to achieve our best'. Pupils understand the importance of attending school regularly. The school works supportively with pupils who have low prior attendance. This helps these pupils to improve their levels of attendance.

The school's programme for pupils' personal development is exceptional. Pupils develop an appreciation of differences between people, such as different families, cultures and religions. Their knowledge of fundamental British values is extensive. Pupils welcome plentiful opportunities to develop their talents and interests. They have an in-depth understanding of how to keep themselves safe and healthy, including how to form healthy relationships. One example of this is the health and fitness fortnight, organised by the well-being warriors.

Trustees have an accurate overview of the school. This enables them to successfully hold the school to account. Trustees place staff's and pupils' well-being high on their agenda. Staff could not speak more highly of the school's support in ensuring that they have everything that they need to deliver the excellent provision that is expected.

Safeguarding

The arrangements for safeguarding are effective.

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	137556
Local authority	Salford
Inspection number	10242376
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	Board of trustees
Chair of trust	Douglas Watt
Headteacher	Karen Wild
Website	www.broadoak.salford.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Broadoak Primary School converted to become an academy in October 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- Broadoak Primary School is a single-academy trust.
- A new headteacher and chair of the trust have been appointed since the previous inspection.
- The school does not make use of any alternative provision for pupils.

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 the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, other leaders and members of staff. The lead inspector met with representatives of the trust, including the chair of the trust. She also met with a representative of the local authority.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted’s staff and pupil surveys. Inspectors spoke with parents before school to gather their views and opinions about the school.
- Inspectors carried out deep dives in early reading, mathematics, music, computing and history. They met with subject leaders, visited lessons and spoke with teachers and with pupils. They looked at examples of pupils’ work.
- Inspectors discussed some other subject curriculums. They spoke with leaders and with pupils. Inspectors reviewed samples of pupils’ work in these subjects.
- The lead inspector listened to some pupils from Years 1 to 3 read with a familiar adult.
- 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.
- Inspectors considered staff’s views about their workload and well-being.
- Inspectors observed pupils’ behaviour around school and during lessons. They spoke with pupils to gather their views about behaviour and safeguarding.
- Inspectors reviewed a wide range of documentation, including that relating to behaviour and attendance.

Inspection team

Bev Dolman, lead inspector	Ofsted Inspector
Gillian Crompton	Ofsted Inspector
Lisa Finnegan	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024