

# Inspection of Broad Oak Primary School

Broad Oak Lane, East Didsbury, Manchester, Greater Manchester M20 5QB

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Inspection dates: 21 and 22 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils at Broad Oak are happy and enjoy school. The school's seven core values underpin the positive way that pupils relate to one another. Pupils are proud of the diverse school community where everyone is accepted and valued for who they are.

The school consistently sets high expectations for pupils' achievement. In the main, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

There is little disruption to lessons or day-to-day school life. Pupils are attentive in lessons. They work hard. Pupils are confident that staff will resolve any concerns that they may have swiftly. Pupils, including those who access the specially resourced provision for pupils with SEND (specially resourced provision), value the nurturing relationships that they form with supportive staff.

Pupils benefit from the wide range of high-quality enrichment experiences on offer. The school carefully designs trips, visits and outdoor learning activities that enhance the curriculum. For example, pupils talked excitedly about trips to the local safari park and science museum. Pupils also spoke with pride about the roles of responsibility that they have been entrusted with, such as becoming school councillors and healthy buddies. These opportunities add considerable value to pupils' learning and development.

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

Since the previous inspection, the school has created a new and ambitious curriculum that begins in the early years. It has carefully mapped out the important knowledge that pupils should learn at each stage and in each subject.

The school has prioritised the development of staff's subject knowledge. Staff successfully deliver the curriculum using appropriate activities that support most pupils to build their knowledge well over time. Staff identify and resolve misconceptions in pupils' learning swiftly.

The school has implemented improved strategies to monitor how well the curriculum is delivered. This helps the school to identify when staff need support to deliver the curriculum consistently well. When required, the school provides coaching to staff to help them refine their delivery of the curriculum. The school ensures that staff's workload is manageable. Staff feel supported and valued.

In a few subjects, curriculums are relatively new. In these subjects, assessment strategies are not purposeful enough to ensure that gaps in pupils' learning are identified effectively. As a result, staff are less able to adapt their delivery of the curriculum to help pupils learn missed or forgotten knowledge. This slows pupils' learning in these subjects.

The school's published data for 2023 shows that the proportion of pupils who met the expected standards in writing and mathematics at the end of Year 6 was below the national average. These pupils were unable to benefit fully from the school's improved curriculum design and delivery. Currently, most pupils achieve well across a range of subjects.

The school has prioritised early reading. Staff are well trained to deliver the phonics programme with confidence and expertise. The school makes sure that pupils get off to a flying start with their reading knowledge. For example, children in the Nursery Year are encouraged to share stories with their friends and staff. Throughout the school, staff use every opportunity to develop pupils' language and communication skills.

Pupils read books that are well matched to the sounds that they have learned. The school ensures that any pupils who find reading difficult get the extra support that they need to catch up quickly. As a result, most pupils learn to read fluently. Nevertheless, a minority of pupils, including some pupils with SEND, do not read as regularly as they should. As a result, these pupils do not receive the practice that they need to become competent readers.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff work closely with parents and carers, the local authority and other external agencies to secure appropriate support for pupils. Staff are skilled at adapting the delivery of the curriculum so that pupils with SEND, including those in the specially resourced provision, achieve well.

Pupils understand the importance of attending school daily. The school takes prompt action to reduce pupils' rates of absence. The school's strong pastoral approach helps to make these actions effective.

Pupils are polite and well mannered. They develop as mature individuals due to the high-quality provision that they receive. Pupils learn about online safety and understand how to keep themselves physically and mentally healthy. Pupils, including those who are disadvantaged, are offered many opportunities to develop their talents and interests beyond the academic curriculum. For example, they participate regularly in local community events. Pupils also enjoy attending clubs such as art, skateboarding and football.

Governors understand and fulfil their statutory duties well. They provide challenge and support in equal measure. They hold the school to account for the quality of education that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, the school has not identified gaps in pupils' knowledge that persist due to the weaknesses in the previous curriculum. This makes it difficult for teachers to adapt their delivery of the curriculum to help pupils to learn well. The school should ensure that teachers are suitably equipped to use assessment strategies, to identify gaps in pupils' learning, confidently.
- A small number of pupils do not read regularly enough. This hinders their progress in reading and hampers their access to the wider curriculum. The school should ensure that pupils receive regular opportunities to practise their reading so that they become confident, fluent 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

<b>Unique reference number</b>	105467
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10321274
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	329
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Pyle
<b>Headteacher</b>	Kevin Corteen
<b>Website</b>	<a href="http://www.broadoak.manchester.sch.uk">www.broadoak.manchester.sch.uk</a>
<b>Dates of previous inspection</b>	29 and 30 March 2022, under section 5 of the Education Act 2005

## Information about this school

- The school has a specially resourced provision for up to seven pupils aged between five and 11. The local authority commissions places for pupils with social, emotional, and mental health needs. There are currently seven pupils in the specially resourced provision. All pupils in the specially resourced provision have an education, health and care plan.
- The school does not use any alternative provision.
- The school runs an on-site breakfast club and after-school club.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other senior leaders and staff. They also met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in early reading, English, mathematics, history and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector observed some pupils reading to a trusted 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 observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's survey for staff. There were no responses to the pupil survey.

### **Inspection team**

Ruth Moran, lead inspector	His Majesty's Inspector
Sue Mills	Ofsted Inspector
Zarina Connolly	Ofsted Inspector

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