



# Broad Oak Primary School

## Inspection Report

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**Unique Reference Number** 105467  
**LEA** Manchester  
**Inspection number** 277359  
**Inspection dates** 17 October 2005 to 18 October 2005  
**Reporting inspector** Mrs Judy Jones CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Broad Oak Lane
<b>School category</b>	Community		East Didsbury
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M20 5QB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 445 6577
<b>Number on roll</b>	410	<b>Fax number</b>	0161 448 2588
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Fergus Kilroy
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Ms S Marchant

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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

Broad Oak Primary School in the suburbs of Manchester is larger than average. There are 410 children. Around 48% come from homes where English is not the first language. The proportion of children with learning difficulties and/or disabilities is average. Fewer than average have a statement of special educational need. A larger than average number of children start or leave school during the year. Children's attainment when they start school is below average, mainly because so many do not speak English fluently.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school judges its effectiveness to be good and inspectors agree. Attainment on entry is below average, but pupils make good progress so that by the end of Year 2 attainment is average and by the end of Year 6 it is above average. The quality of provision in the Foundation Stage is good, with some very good features, and children therefore make good progress and achieve well. Good teaching and learning enable pupils to achieve well, particularly in developing the skills of literacy and number and to communicate well with others. A focus during the last year to raise standards in writing has been very successful and the standards of writing, spelling and punctuation across the school are above average. Pupils' speaking and writing skills develop well and they express themselves very clearly, even though more than a third speak little English when they start school in the Nursery and continue to speak another language at home. Although teaching is good overall, lessons are not always planned in sufficient detail to enable pupils of all abilities to have access to suitable tasks at all times, and subject coordinators are not always aware of this. The curriculum has many strengths and offers pupils outstanding opportunities to extend their learning outside lessons. However, the newly introduced curriculum in Year 1 does not provide pupils with sufficient direct teaching and they spend too much time on activities of their own choosing. This is too recent to have had an impact on standards.

The school is well led by the headteacher, her senior colleagues and the governors, and its capacity to improve is good. Subject coordinators are enthusiastic and support their colleagues well through training courses and advice. The school evaluates the quality of its work thoroughly and accurately. Finances are well managed and the school gives good value for money.

### What the school should do to improve further

- Ensure the new curriculum in Year 1 fully enables pupils to make progress in all aspects of their learning.
- Review and formalise arrangements for subject coordinators to monitor the effectiveness of teaching and planning in their subject areas.
- Ensure that lesson planning is in sufficient detail to include learning activities suitable for pupils of all abilities, especially the most able.

## Achievement and standards

### Grade: 2

Achievement is good overall. A significant number of children who start in the Nursery or Reception classes do not speak English at home and many have very little knowledge of the language. Attainment on entry is therefore below average. Progress in all areas of learning is good, so that by the time pupils start Year 1 they have reached average standards. By the end of Year 2 standards are a little above average, although the new arrangements for Year 1 curriculum are not enabling current Year 1 pupils to make good progress. They spend only a short time in each lesson being taught whilst for

the remainder of the lesson they choose their own activities that are often not related to the topic being studied. Pupils make good progress through Years 2 to 6. By the end of Year 6 standards are clearly above average. English is particularly strong. The school sets challenging targets based on secure assessment of pupils' work in English and mathematics. In 2005 these targets were exceeded.

The needs of pupils whose home language is not English, and of those with learning difficulties and/or disabilities are assessed accurately and effective support is provided. As a result, these pupils succeed in lessons and achieve well.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good overall. Pupils like school. They enjoy lessons and they are particularly enthusiastic about the many extra activities such as after school clubs. They are keen to learn and concentrate well. Relationships with each other and with adults in the school are good. Pupils of all ages generally play happily together and behaviour is good overall, although some children feel that a few older ones are not considerate in the playground. Their spiritual, moral, social and cultural development is very good. They know what is right and wrong and they follow the class rules that they help to create. They know how to keep safe and have a very good awareness of how to keep healthy through their involvement in sport and understanding of food and diet. Pupils' cultural development is a strength. A deep and equal respect is shown to all ethnic groups within the school, and their cultures and faiths are celebrated, through, for example, the display for Black History month, and readings in assemblies from a range of religious texts. The very popular annual 'European Week' sees pupils speaking French and German, doing Greek dancing and tasting Dutch cheeses. The new school council is operating well, with pupils making a mature contribution to improving playground activities. Attendance has risen over the past few years and is now close to the national average. Pupils' positive personal development stands them in good stead for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching across the school is good overall. Pupils have positive attitudes to their learning. They have developed good relationships with their classmates and teachers that help to create good conditions for learning. The most effective teaching, as seen in a Year 2 numeracy lesson on counting, has brisk pace and high expectations of all pupils. Teachers have thorough subject knowledge and set varied and stimulating work appropriate to all levels of attainment. There are good opportunities in all classes for pupils to develop their speaking and listening skills. Information and communication technology (ICT) is integrated well into lessons and the recently acquired interactive whiteboards are already having a positive impact on pupils' motivation. Teaching and

support assistants work well with teachers to provide a high level of effective support for pupils with learning difficulties and/or disabilities and those whose first language is not English. In less effective lessons, though other elements are good, all pupils and particularly the more able, would benefit from more structured planning to provide clear learning objectives and work that challenges them. Very able pupils are given some suitable extra work, but they often do the same tasks as everyone else. The school has well developed systems for assessing and recording standards and progress. Teachers' marking is conscientious but does not always provide sufficient guidance for pupils as to how they might improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall. It includes all required subjects, and meets the needs of all learners, including those in the Foundation Stage. It is enriched by an outstanding range of additional activities such as the many visits out of school and numerous clubs through which pupils can develop their particular interests and talents. There is an exceptionally wide range of sporting activities which promote pupils' health and enjoyment very well, and the school has been awarded 'Activemark' at gold level and is working towards 'Healthy Schools' award at silver level. A new way of planning the curriculum in Year 1, while encouraging children to make more choices about their learning, is not ensuring that they make enough progress. Pupils' personal development is promoted well in a variety of ways, such as in science lessons and through circle time and class meetings.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good overall. Pupils succeed because they are highly valued as individuals and the school ensures that they are well cared for and supported. There are secure arrangements for child protection and health and safety. There is an emphasis on promoting positive behaviour. Pupils are well known by adults and are confident that there is someone they can turn to for help if they have a problem. Pupils with additional needs, such as those with learning difficulties or who do not speak English fluently, are very well catered for, with the school working in effective partnership with parents and with outside agencies when necessary. Pupils also play a good part in caring for others through, for example, the Year 6 pupils acting as 'buddies' to younger children. Pupils' academic progress is tracked well in English, mathematics and science, with resulting information used to improve achievement, but this is not yet done thoroughly in other subjects.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher provides strong direction to the school community and is a good example to staff and pupils. The senior leadership

team, restructured in September, has an effective and systematic approach to school improvement planning. There is a strong team ethos and all staff are regularly consulted and included in decision making. Strategic planning has clear priorities, all linked to improvement in standards and achievement, and to teaching and learning. Monitoring and evaluation of the key aims of the school improvement plan is thorough. Systems are in place to ensure that the school runs smoothly and due account is taken of the views of pupils and parents. The school's self-evaluation systems are good and are regularly updated. Teaching and learning are effectively monitored by senior managers and staff have good access to professional development linked to school priorities. However, subject coordinators are not yet sufficiently involved in the monitoring of planning and teaching in their areas and are not in a position to make sure the most able pupils are always given enough challenging work. The current arrangements for the ICT coordinator to monitor the ICT key aim in the school improvement plan provide a very good example of how this could be achieved across the school.

The governing body has become increasingly involved in monitoring the work of the school over the last two years by successfully linking governors and staff through the key aims of the school improvement plan. Governors fulfil their responsibilities and their annual report is a document of outstanding quality.

In light of the good leadership described above and the improvements evident since the previous inspection, the school's capacity to improve is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We enjoyed being in your school and visiting your lessons. Thank you for being so friendly and for showing us round the school when we got lost!

What we liked most about your school

- Ms Marchant and all the other adults in the school work hard to make sure you have interesting ways to learn, not just in your lessons, but in lots of other activities and visits.
- Your teachers and all the other adults look after you very well and make you feel safe, and because your teachers help you to learn you make good progress.
- You behave well almost all the time are kind and to each other. The buddies in Year 6 look after younger pupils very well.
- Your teachers are very good at helping those of you who do not speak English at home to learn English, and we think it is very clever of so many of you to speak more than one language. Your school is a very good example of the way people from different backgrounds can work and play together happily.

What we have asked the school to do now:

- Make sure pupils in Year 1 have enough time working with their teacher.
- Make sure those of you who work quickly always have enough harder work.
- Ask teachers who are in charge of subjects, like number or reading and writing, to visit other teachers' classrooms more often and see how you are doing.