



Broad oak Primary School

Inspection Report

Unique Reference Number 105923
LEA Salford
Inspection number 277444
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Mr James Kidd CfBT Lead Inspector

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

Type of school	Primary	School address	Fairmount Road
School category	Community		Swinton
Age range of pupils	3 to 11		Manchester, Lancashire M27 0EP
Gender of pupils	Mixed	Telephone number	0161 794 2326
Number on roll	474	Fax number	0161 728 1408
Appropriate authority	The governing body	Chair of governors	Mr R Yeo
Date of previous inspection	3 April 2000	Headteacher	Mr E Connolly

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large, two-form entry school situated in Swinton, about four miles from the centre of Manchester. The proportion of pupils eligible for free school meals and the percentage with learning difficulties and/or disabilities are well below average. The majority of pupils are of White British heritage and there are few pupils from minority ethnic groups; all speak English fluently. Pupils' attainment on entry to the school varies from year to year but is generally above average. Broadoak is working towards the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadoak Primary is a good school with many outstanding features. Inspectors agree with the majority of the school's judgements but believe that the school has been modest in its judgement of the quality of the curriculum. The school's mission statement, Working together to achieve our best, characterises its philosophy and ensures that all members of the school community are valued and included in everything the school has to offer.

Foundation Stage provision is outstanding. The stimulating environment and enjoyable activities give children an exciting start to their school careers. In the main school, standards are well above average and achievement is good. Writing is correctly identified as an area for development and the school is working hard to improve pupils' skills in this important area. Personal development is outstanding and pupils are very proud to take on responsibility, particularly in helping and supporting younger children. Behaviour is excellent and pupils get on very well with each other. Teaching and learning are good and pupils speak highly of the outstanding care, support and guidance they receive, especially when they are experiencing difficulty. The school recognises, however, that, on occasions, the more able pupils are not challenged realistically to reach their full potential. The curriculum is outstanding, meets the needs of pupils and is complemented by a wide range of enrichment activities.

The school is led and managed well. The inspirational leadership of the headteacher, who is ably supported by a talented and committed management team, provides clear educational direction for adults and pupils alike. The school evaluates its performance in detail and has made good improvement since the last inspection. It has good capacity to improve further and provides good value for money.

What the school should do to improve further

- Improve pupils' writing skills across the school.
- Ensure that there is consistent challenge for the more able pupils to reach the standards of which they are capable.

Achievement and standards

Grade: 2

Standards are significantly above average and pupils' achievement is good. From an above average starting point on entry to the Nursery, children make rapid progress in the Foundation Stage. They reach high standards in their social development and acquire a strong basis from which to begin their school careers. Most children are on course to exceed the goals expected for their age at the end of the Reception year. Pupils in Key Stages 1 and 2 build on this good start and continue to improve their standards, making consistently good progress. They respond positively to challenging targets set for them and achieve really well in mathematics and science. Progress in English is satisfactory but some more able pupils do not always reach the levels of

which they are capable. Pupils' standards in writing are improving as a result of the timely introduction of strategies to address this issue. Girls' performance at the end of Key Stage 1 is higher than that of boys but as a result of good teaching, by the end of Year 6 this gap has been closed and there is no significant difference in their levels of attainment. This is borne out by the most recent test results which confirm significantly high standards. Pupils with learning difficulties and/or disabilities achieve as well as others.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Attendance is well above average and punctuality is excellent. Spiritual, moral and social development is very good and pupils are respectful and care for each another. Behaviour and attitudes to learning are equally impressive. Cultural development has improved since the previous inspection as a result of several multicultural projects and the introduction of opportunities to learn to speak French and Italian.

Pupils are proud of their school and clearly enjoy the activities on offer. Healthy lifestyles are encouraged through two hours of physical education (PE) each week and by a wide range of healthy food and snack options, which are available at lunch and playtimes. Emotional health is also emphasised and pupils are encouraged to explore their own feelings and those of others.

The school council represents the pupils very well and, in their own words, 'want to make the school a better place for everyone.' Councillors take part in charitable fundraising activities, are responsible for improving the quality of playground games and provide excellent peer support at lunch and break times. A house point system promotes excellent team spirit, and achievements in all areas of school life are celebrated each week in assembly. The gains pupils make overall in literacy, numeracy and information and communication technology (ICT) build a firm platform for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with outstanding features in all key stages. Teaching in the Foundation Stage is excellent and encourages children to take responsibility for their own learning from the very beginning, significantly helped by the stimulating environment. In all parts of the school teachers treat their pupils with the utmost dignity, and mutual respect abounds. As the pupils say, 'We like our teachers because they help us to see the value of what we are doing.' Moreover, the talented team of teaching assistants provides focused support for pupils with learning difficulties and/or disabilities. A key feature of the teaching is the high quality of questioning. In the best lessons, for example an excellent Year 6 session on evacuees writing letters

home, teachers have high expectations of what their pupils can do and encourage them to think for themselves. The school recognises, however, that in a minority of lessons teachers direct the learning too much and the more able pupils in particular are not challenged realistically to reach the very highest standards.

Assessment practice is very impressive and the quality of marking is a major strength. Pupils are fully aware of the levels at which they are operating and receive detailed and accurate advice on how they may improve their work.

Curriculum and other activities

Grade: 1

The school believes the curriculum to be good but inspectors judge it to be outstanding. It meets statutory requirements and has particular strengths in PE, ICT and personal, social and health education. The Foundation Stage curriculum is excellent and is currently being extended to include continuous provision throughout Key Stage 1. Enrichment activities are legion and there is a wide range of visits and projects throughout the year. The promotion of excellence, enjoyment and creativity are strong features and parents comment that the school provides 'a fun, safe and caring environment that stimulates and enthuses our children's learning'.

Excellent use is made of all resources available to the school. The curriculum is supported very effectively by the local authority's music service and by external providers such as the Life Education Unit. Electronic whiteboards and the extensive use of computers have added significantly to the quality of teaching and learning in all years. Pupils with learning difficulties are very well provided

for and there is an increasing focus on how more able pupils may be challenged consistently to reach the highest standards.

Care, guidance and support

Grade: 1

Care, support and guidance are outstanding. Comprehensively planned provision in the Nursery and Reception helps children establish positive attitudes to learning right from the beginning and lays a foundation for the high standards they reach in subsequent years. Parents are delighted with the quality of pupil care and describe it as 'well beyond our expectations'.

Pupils are kept safe by clear arrangements for site security, risk assessment procedures and safe staff recruitment. Vulnerable pupils are identified quickly and supported by very well managed systems and through the whole-school ethos which encourages everyone to help and nurture each other. Child protection procedures are in place.

Pupils' progress in all areas of school life is tracked in detail and the data gained is used as a reference when the next stages of teaching are planned. Very effective use of grouping strategies creates opportunities for pupils to share ideas, one of the many features that guide their development as confident learners.

The school forges good relationships with parents, keeping them well informed about their children's progress and about events in school. Great emphasis is placed on preparing pupils for changes which will occur when they arrive at Broadoak, transfer between classes and leave for their new careers in the secondary schools.

Leadership and management

Grade: 2

The outstanding contribution of the headteacher is a strong feature of school leadership. He is ably supported by two talented and energetic assistant headteachers in a highly effective leadership team. The knowledgeable support of governors and the increasing effectiveness of the school's subject leaders support the inspectors' view that the school is led and managed well. Its leaders know the school well and self-evaluation is both rigorous and honest.

The school has high expectations of its pupils, of its staff and for the quality of education it provides. Provision in English, mathematics and science and for pupils with learning difficulties and/or disabilities is monitored well. Systems to monitor other curriculum areas are satisfactory but are not yet fully embedded. There is a strong sense of corporate purpose across the school and the valuable partnership between teachers and teaching assistants benefits each individual pupil. A strong programme of continuing professional development allows staff to update their skills on a regular basis and to gain further qualifications. All staff contribute to the annual school improvement plan. This identifies areas for action towards achieving the challenging targets the school sets for itself, for example in the current drive to raise standards in writing. Funding is managed well and the school provides good value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for being so friendly and polite when we visited your school recently. You gave us such a warm welcome and we enjoyed our time with you and your teachers. We would now like to tell you what we think about your school.

What we like most

- Your school is a really good one and we know that all of you are very proud of it! Your behaviour is excellent, you work so hard in your lessons and you look after each other. We know, too, that your teachers and teaching assistants teach you well.
- We are pleased that your school cares for you all so well and that it gives you many opportunities to take part in sports, trips outside school and that it encourages you to lead a healthy lifestyle.
- We think the school council works hard to improve playground activities and other things in school for you.
- We think the Nursery and Reception classes are wonderful and children have such a good start to their school careers at Broadoak.
- We think your headteacher and assistant headteachers know how to make your school even better!

What we have asked your school to do now

- We would like you and your teachers to work hard together to improve your writing even more!
- We think that some of you should be challenged more to do your very best work!

We had a lovely time at Broadoak and really enjoyed watching you learn. We wish you well for the future.