

Broadhurst Primary School

Inspection report

Unique Reference Number	105451
Local Authority	Manchester
Inspection number	287230
Inspection dates	11–12 July 2007
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	128
Appropriate authority	The governing body
Chair	Mr P Waterhouse
Headteacher	Mr Alan Barrand
Date of previous school inspection	27 January 2003
School address	Williams Road Moston Manchester M40 0BX
Telephone number	0161 6814288
Fax number	0161 6820869

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average school serving an urban area of challenging social and economic circumstances. Well above average numbers of pupils are entitled to free school meals. The proportion of pupils from minority ethnic backgrounds is above average as is the proportion of pupils with English as an additional language. Well above average numbers of pupils have learning difficulties and/or disabilities, including those with statements of special educational need. In 2006/2007, the school was under consideration for closure by the local authority (LA). During this time pupil numbers dropped significantly. The threat of closure has been lifted and a LA Intensive Support Programme for the school has been put in place. An acting headteacher was appointed in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It is rapidly improving after a prolonged period of persistent underachievement. Pupils are now making satisfactory progress because the highly respected acting headteacher has very quickly put into place strategies to raise expectations and improve the quality of teaching and learning. The governing body has also been instrumental in bringing about improvements by successfully challenging the culture of underachievement. Staff morale is high. Enthusiastic teamwork in the pursuit of improvement is plain to see. Parents are unanimous in their praise of the school. Comments such as, 'my children love coming to school and I am pleased to see how much progress they are now making', and, 'my child looks forward to coming to school because he now enjoys learning', are typical. The school has made satisfactory progress since the last inspection. It offers satisfactory value for money.

The quality of the Foundation Stage is good because effective leadership and management have introduced a stimulating range of activities and a nurturing environment. These are encouraging the children to become inquisitive learners. Children currently start school with skills that are below those normally expected for their age. In Key Stage 1, where pupil numbers are very low, pupils make satisfactory progress overall. By the end of Key Stage 2, standards are well below average. The school has recognised that standards by the end of Year 6 have been too low. This is being tackled and school data show that standards are now improving and pupils' achievement is satisfactory overall. The latest national test results for Year 6 pupils show very significant improvements in the numbers of pupils achieving at the expected levels in mathematics, science and reading so that standards overall are broadly average. Results in writing, however, are not yet as high as they should be.

Pupils' personal development and well-being are satisfactory as are the care, guidance and support the school offers its pupils. Pupils are polite and welcoming to strangers. They are known well as individuals and value the respect and warmth with which they are treated by adults and each other. They behave well in class and around school. 'Behaviour has got better because lessons are more interesting and we know that respect is important', was a typical pupil comment. Most pupils enjoy coming to school but attendance rates are persistently below average and are not yet high enough. By the time they leave school, pupils have developed satisfactory levels of skills in literacy, numeracy and information and communication technology (ICT) to enable them to take advantage of the next stage in their education.

Teaching and learning are satisfactory overall. The quality of teaching is improving because the teachers are more focused in raising achievement through checking more rigorously exactly what it is the pupils need to learn and ensuring that the pupils enjoy their work and rise to the challenges set. However, the pupils' limited speaking and listening skills act as a barrier to them giving reasoned and articulate answers to more demanding questions and this slows their learning. The satisfactory curriculum meets the needs of the learners appropriately. Provision for developing pupils' skills in literacy, numeracy and ICT is improving because effective training for teachers has raised their levels of confidence and competence. Pupils appreciate the satisfactory range of enrichment activities such as clubs, sports and educational visits.

Leadership and management are satisfactory overall. Good and effective leadership by the acting headteacher and deputy headteacher has very quickly promoted a 'can do' climate for learning and higher expectations of the pupils. Effective support from the LA, governors and parents are also helping to drive up standards and move the school forward. Leaders and

managers have formed an accurate view of the school's effectiveness in a relatively short space of time. They are tackling the root causes of underachievement with real determination. This is giving the school good capacity for sustained further improvement.

What the school should do to improve further

- Raise standards in writing across the school.
- Improve the low levels of pupils' speaking and listening skills.
- Improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Currently, children enter the Foundation Stage with skills that are below those normally expected for their age. They make good progress and acquire good attitudes to learning because of recent improvements to teaching and the range of stimulating activities available. Standards at the end of the Foundation Stage are below average and improving. In this small school the numbers of pupils in the present Years 1 and 2 are very low and a significant number find their learning hard. Standards for the current Year 2 are well below average. The pupils have made satisfactory progress overall relative to their low starting points. They show good levels of enjoyment and positive attitudes to their learning. By the end of Year 6, standards have in the past remained well below average. However, the most recent national test results for Year 6 pupils and school data show that the cycle of previous underachievement has been broken. The school has met the demanding targets set for English and exceeded them in mathematics and science. Standards this year are likely to be broadly average in mathematics and science but below average in English where writing needs to be improved. Pupils' speaking and listening skills are also underdeveloped and pupils find it sometimes hard to articulate their answers in lessons. Effective provision for pupils with learning difficulties and/or disabilities and those with English as an additional language means they also make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory and their spiritual, moral, social and cultural development are good. Pupils feel safe in school. They are confident that teachers will deal with problems such as bullying. Pupils say they enjoy coming to school but the school acknowledges that attendance levels are not as high as they should be. They know how important healthy eating is and enjoy the opportunities they have for playing sports. Assemblies are used very effectively to celebrate achievement and give time for reflection. Pupils show good understanding of right and wrong. They work and play together harmoniously. Pupils play a satisfactory part in contributing to the community. Older pupils help younger children in the nursery at lunchtimes, for example. The recently formed school council is starting to discuss ways in which the school can be improved. It has recently recommended that areas of the school be redecorated and refurbished, for example.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Teaching is improving and the pace of learning is picking up. The teachers are now more focused in improving achievement through checking more closely what the pupils are learning and need to do next. This means that challenge in lessons is improving. Teaching has also improved following astute recent appointments to the teaching staff and a programme of in-service training focused on raising pupils' achievement. Leadership is encouraging teachers to be more creative in their teaching. Teachers are taking advantage of this to make lessons lively and imaginative. They are using ICT effectively to add variety and interest. Teachers also recognise the need to encourage the pupils to think more carefully about the answers to questions posed and to answer more clearly and thoughtfully. Effective procedures for assessment are enabling teachers to identify the needs of learners more accurately in their lesson planning so that they can build in appropriate levels of challenge and support. Good quality support and help given by teaching assistants is making a valuable contribution in improving pupils' progress. They are working effectively with lower attaining pupils to make sure they make the same rate of progress as the other pupils. Teaching is starting to inspire reluctant learners. Pupils are beginning to comment positively about their learning and enjoyment in lessons.

Curriculum and other activities

Grade: 3

The satisfactory curriculum meets learners' needs. Provision for literacy and numeracy is improving as seen in the improved standards in reading and mathematics at the end of Key Stage 2. Standards in writing, however, are stubbornly and persistently low. Provision for pupils with learning difficulties and/or disabilities has been thoroughly reviewed. Procedures are now in place to identify these pupils from an early stage, so that strategies can be devised to meet their needs. Tracking of their progress is now firmly established. A satisfactory range of enrichment activities such as regular educational visits, the French club, sports and a steel band add enjoyment to pupils' time at school.

Care, guidance and support

Grade: 3

Child protection procedures and those for safeguarding pupils are in place and meet current requirements. Health and safety arrangements promote a safe learning environment. Links with outside agencies are satisfactory ensuring that pupils with learning difficulties and/or disabilities receive the support they need. The establishment of a parent and toddlers group means that young children are familiar with the school before they join the nursery and this eases their transition into school life. Effective links with local high schools mean the older pupils are well informed about the next stage of their education. Improved procedures allow pupils' progress to be tracked rigorously and the information gained is now being used more effectively to help pupils understand what they need to do to improve and how to make their work even better.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The good quality leadership of the acting headteacher has played a vital part in the recent improvements made in pupils' achievements and in the quality of teaching and learning. The acting headteacher, ably supported by the deputy headteacher, has developed a strong teaching team with a clear and determined focus on raising standards and achievement. School self-evaluation is good. Rigorous systems for analysing performance data mean that the school's strengths and weaknesses have been accurately identified. Coupled with wide-ranging consultation of stakeholders including parents and pupils, the leadership has ensured that the correct priorities have been identified. They have been totally focused on raising pupils' achievements. For example, rigorous monitoring of the quality of teaching takes place regularly. The outcomes are used to identify areas for improvement and aspects which can be used as examples of good practice for others. Governance is outstanding. It is supportive and challenging in equal measure. Governors are determined to see the school recover from its recent history of underachievement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Broadhurst Primary School, Manchester, M40 0BX.

Thank you for making me so welcome when I came to visit your school recently. I really enjoyed meeting you and talking to you.

I think your school is giving you a satisfactory standard of education and that it is getting better and better because all the adults working with you are demanding more of you and have higher expectations of what you can achieve. That is why standards in mathematics, science and reading showed real improvement in this year's Key Stage 2 results. What is needed now is for further improvement in your writing. Your lessons are now getting more demanding and quite a few of you are struggling to cope with this. So, I am asking your teachers to work hard with you to improve how well you listen and speak so that you can work out good answers to difficult questions. I was impressed with how polite you are and how well you behave. You all get along with each other well. Most of you told me that you enjoy coming to school so I was surprised that attendance rates are not as good as they should be. If you are not in school you cannot learn, so I am asking your school to make sure that attendance figures improve. Your acting headteacher really is working very hard to make sure you get the education you deserve. I am sure you will do all you can in future to make sure that your school continues to improve.