



# Haslingden Broadway Primary School

## Inspection Report

**Unique Reference Number** 119326  
**Local Authority** Lancashire  
**Inspection number** 291384  
**Inspection dates** 1–2 February 2007  
**Reporting inspector** Keith Bardon

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

<b>Type of school</b>	Primary	<b>School address</b>	Broadway
<b>School category</b>	Community		Haslingden, Rossendale
<b>Age range of pupils</b>	4–11		Lancashire, BB4 4EH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 229832
<b>Number on roll (school)</b>	192	<b>Fax number</b>	01706 227939
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Timothy Stonebanks
		<b>Headteacher</b>	Mr Paul Stanley
<b>Date of previous school inspection</b>	1 March 2002		

<b>Age group</b> 4–11	<b>Inspection dates</b> 1–2 February 2007	<b>Inspection number</b> 291384
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average size school. It serves an area that has broadly average social and economic characteristics. Most pupils are White British. A very small number are at an early stage in learning English as an additional language. The proportion of pupils with learning difficulties and disabilities is broadly average. Children's attainment on entry to Reception is wide ranging but average overall. There is privately managed school care on site, which extends provision for pupils of all ages before and after school. The deputy headteacher has very recently taken on the role of acting headteacher and the school has a temporary management team.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils achieve well. They enter with broadly average attainment and leave with above average standards. Parents' views of the quality of education their children receive are overwhelmingly positive. Provision in the Foundation Stage class is good. Children are taught well and provided with stimulating opportunities to learn. Consequently, they make good progress and by the end of Reception attain standards that are a little above the expectations for their age. This pattern of good teaching and progress continues throughout the school. At the end of Year 2, standards are above average in reading, writing and mathematics. This is a marked improvement since the last inspection. Standards in Year 6 are also above average and rising as pupils benefit from a more stable staffing situation. Although boys make similar progress to the girls they do not attain as highly as girls. This is because some tasks lack interest for them especially in English and they could make better progress.

The quality of teaching and learning is good. Lessons are planned carefully and organised well. Good relationships and challenging questions encourage pupils to work hard and think carefully. On occasions, lessons do not provide enough opportunities for pupils to do things for themselves. Pupils explain that when this happens they have difficulty retaining interest and learn less. The curriculum is good and includes a wide range of activities, which cater well for pupils' academic and personal needs.

The school provides pupils with a good quality of care, guidance and support. Procedures are in place to keep them safe and they are confident that if they have a concern there is always an adult they can turn to for help. Staff track pupils' personal and academic development closely and respond effectively to their needs. Pupils' enjoyment of school is reflected in high levels of attendance and the happy faces that are everywhere. Their behaviour in and around school is good. They willingly take on responsibilities and help others. Pupils develop into self-confident individuals with a good range of academic and personal skills that prepare them well for the future.

Leadership and management are good. The acting headteacher is sensibly not making any major changes but is looking at where improvements can be made to keep the school moving forwards. Management procedures are well established and effective. Senior staff measure the school's performance regularly and thoroughly. Occasionally, action to address identified issues is a little slow to start. Teachers with management responsibilities use their experience and individual skills effectively so that there is a unity of purpose, which puts the school in a good position to continue to improve. Development planning is thorough but at times focuses too much on what teachers will do and not enough on how standards will improve. Governors carry out their statutory responsibilities diligently and play an active part in supporting the school and checking how well it is performing. The school provides good value for money.

### What the school should do to improve further

- Improve boy's progress particularly in English.

- Improve lessons by providing pupils with more opportunities to be actively involved in their learning.
- Ensure the school's priorities have a clearer link to raising standards.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. From an average starting point children make good progress in the Foundation Stage. The majority attain standards that are a little above those expected by the end of the Reception class. This solid foundation is built upon in Key Stage 1 and pupils continue to make good progress. By the end of Year 2, standards are above average in reading, writing and mathematics and pupils often perform well in the national assessments.

After three years in which they had been above average, the results of national tests for Year 6 pupils fell in 2006 to a little below average. The school missed its targets in English but was close to them in mathematics. This had always been a lower attaining group of pupils who had been disadvantaged by an unusually high number of teacher changes during their time at the school. Taking these factors into account their achievement in the national tests was satisfactory. Now that the residual effects of this disruption have dissipated, progress has accelerated and standards in Year 6 have risen and are once again above average.

Although most boys make good progress it is not always fast enough and there is a constant gap between the attainment of boys and girls. The school has been slow to check that the curriculum is equally stimulating for boys and girls. As a result, the girls often reach higher standards than the boys and their test results are generally much better, particularly in English. Pupils with learning difficulties and disabilities respond well to the effective support they receive and often make good progress towards their individual targets. Similarly, pupils who are assessed as being gifted or talented do well because their needs are identified well and extension activities provided.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral social and cultural development is good. They are happy at school, form good relationships and are pleasant and polite to staff and each other. Behaviour is good and levels of attendance are above average. Pupils clearly feel safe and secure in the school's warm atmosphere. They describe other pupils as friendly and have confidence in staff to deal promptly with the occasional name calling and unsociable behaviour that occurs. Regular road safety training helps pupils understanding of how to keep safe outside of school. Pupils enjoy most of their lessons but become less enthusiastic when not actively involved in doing things for themselves.

Pupils' understanding of healthy living is good. They recognise the importance of sensible eating and participate enthusiastically in physical activities. Pupils willingly

help others, within the school community and beyond. Year 6 pupils described with pride how the school had raised money to buy a donkey for a family in Africa. They take all responsibilities seriously and view the school council as a valuable opportunity to make a contribution. The school promotes moral values well and pupils mature into sensible and confident young people. They acquire a good range of personal and academic skills, which provide them with a firm foundation for future learning and life beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is consistently good. Lessons proceed at a good pace and teachers have high expectations of the quality of the pupils' work and behaviour. Pupils concentrate hard and are keen to learn. Teachers give clear instructions and accurate information but on too many occasions do not provide enough opportunities for pupils to participate in exploring and discovering things for themselves. Some activities do not stimulate boys' enthusiasm and this makes their learning less effective. The school has recently improved assessment procedures and teachers now know the abilities of their pupils well and match activities carefully to their individual learning needs. Marking of pupils' work is good. It is consistent and usually offers guidance on how to improve work further. Teaching assistants support those who need additional help well, including those pupils with learning difficulties and disabilities.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It covers the full range of subjects, including modern foreign languages, and is suitable for all age groups. The curriculum for personal, social and health education and citizenship provides strong support for pupils' personal development. The school has a strong music tradition and many pupils learn to play a musical instrument. The high quality of their playing enriches assemblies and is enjoyed by others when the orchestra takes part in fund raising events. However, although boys have the opportunity very few take up the option. The curriculum in the Foundation Stage is good. Children have direct access outdoors where there is space to use wheeled toys but there is no permanent outdoor activity equipment in place. The school has plans to improve these resources. Strong links with the local high school provide additional access to range of sports and creative activities and pupils join with those from other schools and cultural backgrounds for creative arts projects. Pupils participate enthusiastically in the good range of extra-curricular activities the school provides.

## **Care, guidance and support**

### **Grade: 2**

Care and support of all pupils are good. All necessary procedures to keep children safe are in place. Staff consult closely with parents and representatives of outside agencies to enhance the level of care that the school provides. Parents and carers support the view that their children are well cared for in school. Pupils are confident that they will receive sensitive help with any concerns they may have. All children are included in all aspects of the life of the school. Systems for monitoring pupils' academic progress are thorough and effective. Assessment information is analysed carefully to identify any underachievement and the necessary action taken to support pupils' learning. A good start has been made in encouraging pupils to assess their progress against agreed targets. Pupils with learning difficulties and disabilities benefit from well managed provision and effective support by well trained staff. Gifted and talented pupils attain well because their progress is monitored regularly by class teachers and reviewed annually.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Despite a considerable amount of disruption to staff the school has made good improvement since it was last inspected. The issues raised have been successfully addressed and there has been constructive development in a number of other areas including improved standards in Key Stage 1, information and communication technology and management procedures. The temporary leadership team of acting headteacher and acting deputy headteacher is providing the continuity needed at this time and the school is functioning effectively day-to-day. At the same time, sensible improvements are being considered to maintain the momentum of school development. Managers collect detailed information about the school's performance and data from different sources is evaluated extremely thoroughly. On occasions, key indicators, such as the difference that occurs in the attainment of boys and girls, are not reflected clearly or strongly enough in plans for development. This apart, the school plans constructively for the future and has good capacity for further improvement. Governors play a full and active part in the life of the school and monitor its work carefully.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
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

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Haslingden Broadway Primary School

Broadway

Haslingden

Rossendale

Lancashire

BB4 4EH

05 February 2007

Dear Pupils

Thank you very much for the very friendly greeting you gave us when we visited your school recently. Lots of you smiled and chatted to us, which made us feel comfortable and welcome. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school. Broadway Primary is a good school and we can see why you enjoy it so much.

There were lots of things we liked about the school. It is clear that you are happy at school and that everyone gets on well together. You make good progress because teachers encourage you to try hard and are always there to give you help when you need it. We noticed from past results of national tests that girls often do better than boys. We have asked the school to look into this and at the way it plans to make things even better. There may be some ways that the boys can help particularly by always making full use of what they know and doing their very best when writing and working in their books.

When we were in lessons and around school your behaviour was good and you were polite and friendly to your teachers and to other adults. We think that you are growing into responsible young people and were impressed with the contribution you make to school through the school council. Adults look after you well and it is good that you feel safe and can talk to your teachers if anything is bothering you.

Many of you told us that the lessons you enjoy the most are those in which you are allowed to do things for yourselves. This was a very sensible thing to say and we have passed it on to your teachers. They will be looking for ways to make all lessons lively and interesting. You need to make the best of these opportunities by always thinking hard about how you can contribute and making considering carefully decisions about the best ways of doing things. Thank you once again for a very enjoyable two days and we wish you lots of luck in the future.

Yours sincerely

Keith Bardon and Jennifer Taylor

(School inspectors)