

Broad oak Primary School

Inspection report

Unique Reference Number	106224
Local Authority	Tameside
Inspection number	309060
Inspection date	15 April 2008
Reporting inspector	Susan Walsh

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	259
Appropriate authority	The governing body
Chair	Mr Simon Ogborn
Headteacher	Mrs Freda Goddard
Date of previous school inspection	21 February 2005
School address	Norman Road Ashton-under-Lyne Lancashire OL6 8QG
Telephone number	0161 3303105
Fax number	0161 3433813

Age group	3-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: personal development, especially behaviour and attendance; teaching and learning, particularly in Key Stage 1; the impact of the relatively new leadership and management team. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records; observations of the school at work; discussions with pupils and representatives of senior staff and the governing body; a scrutiny of school documents and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form were not justified, and these have been included where appropriate in this report

Description of the school

The school is slightly larger than average. The proportion of pupils known to be eligible for free school meals is over twice the national average. The proportion of pupils with learning difficulties and/or disabilities is well above average and the school caters for some pupils with complex emotional and social needs as well as a small number with physical disabilities. The school has achieved a Healthy Schools Award and Activemark and is currently working towards Extended Schools' Status. The headteacher was appointed in March 2007 and the deputy headteacher in May 2007.

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 and rapidly improving school that successfully combines good achievement, extremely high standards of care and lots of fun! Pupils have a terrific time at school because of lively teaching combined with a good curriculum that provides many interesting things to do.

Relationships with the local community and parents are very good indeed. Many parents say that they are 'very happy with the school' and talk about the way support extends beyond the children to include the whole family. The quality of care, guidance and support is certainly outstanding. Procedures for safeguarding meet government requirements. The school caters for some very needy children but ensures they are carefully nurtured so that they gradually start to overcome their difficulties and begin to blossom. Very effective work with external agencies helps to make sure that these vulnerable pupils are very well supported; the dedicated support staff and high quality mentoring also make a significant contribution to securing their well-being.

Many pupils join the school with poorly developed social skills but staff ensure that, as they grow older, pupils' personal development becomes good. A significant number of pupils can sometimes exhibit challenging behaviour because of their complex emotional needs. However, this is managed very well by the school. Teachers are very good at controlling and modifying pupils' behaviour so that in the classroom it is usually very good. Pupils report that there are occasionally some fallings out but any problems are quickly sorted out by staff and bullying is never tolerated. Pupils learn to respect and support each other and become increasingly open-minded about social, cultural and religious differences. This is helped by religious education days and visitors that assist pupils to develop their understanding of other faiths and cultures. Most pupils attend school regularly but attendance levels are below average. The school is rigorous in its efforts to raise attendance rates but a small number of pupils continue to attend erratically.

Children join the Nursery with skills that are well below those expected for their age but by the time they reach the end of Year 6 pupils are reaching standards that are broadly average. There was a noticeable dip in standards at the end of both key stages in 2006 but these quickly recovered in 2007 and pupils' current work indicates that these improvements have been sustained. Achievement is good because of good quality teaching. However, senior leaders are aware that progress is uneven in Key Stage 1 and accelerates in Key Stage 2. This is because teaching is of variable quality in Key Stage 1 and there is a greater proportion of good and outstanding lessons in Key Stage 2. On occasion in Key Stage 1 the pace of lessons can be slow and the work is not always well matched to pupils' needs, resulting in a lack of interest and challenge for the most able pupils.

Senior leaders noticed that pupils were making slower progress in writing than in other subjects and have focused their efforts on improving the way that writing is taught. As a result, pupils are now making terrific progress in writing in Key Stage 2 and are producing lively, descriptive work by the end of Year 6. The school makes very good provision for pupils with learning difficulties and/or disabilities and, consequently, they make similar progress to their classmates. Staff use the effective monitoring systems well to keep a very careful check on pupils' progress. Pupils are set meaningful targets that they are determined to achieve and these are pivotal in ensuring that all pupils make good progress. Pupils' positive attitudes to learning and their

good progress in acquiring English and mathematical skills have a good impact on their future economic well-being.

The curriculum is being continuously developed. Effective links between subjects are making lessons more interesting and relevant, and also providing good opportunities for writing. A strong emphasis on practical science is enhancing pupils' understanding and helps to make learning fun. Good provision for personal, social and health education ensures that pupils have a secure understanding of how to keep healthy and safe. Opportunities to keep fit, such as 'Fitbods', are enthusiastically embraced by pupils. They enjoy the good range of clubs that vary from board games to cheerleading and talk excitedly about interesting visits and visitors. There are good opportunities for the oldest pupils to contribute to the school community but these are more limited for younger pupils. The work of the school council has been central to the development of the school grounds and the provision of large and small play equipment.

Leadership and management are good. There is a real sense of teamwork among all staff and a huge commitment to continuous improvement. The exceptionally dedicated headteacher is highly valued and respected by pupils, parents, staff and governors and she is well supported by the hardworking leadership team. The relatively new 'curriculum focus groups' are becoming increasingly effective and members make a very good contribution to raising standards and improving provision while continuing to develop their own management skills. Information about the school's performance is very carefully analysed and the school has clearly identified areas for development. Teachers are held to account for achievement through meetings about pupils' progress and are actively encouraged and supported to continuously improve their standard of teaching. This is reflected in rising standards, particularly in Key Stage 2. Although the comparatively new team has not had chance to tackle every minor weakness it has already accurately identified where improvements need to be made. The school has outstanding capacity to improve. This is demonstrated by the very clear direction provided by senior leaders and the 'curriculum focus groups' together with their speedy impact on provision, including achievement, teaching and learning.

Effectiveness of the Foundation Stage

Grade: 2

Most children enter the Nursery with poor skills. They make good progress through the Nursery and Reception classes because of good teaching but still enter Year 1 with skills that are below national expectations. Adults provide high quality support and are accomplished at developing children's language and thinking skills. Parents are generally pleased with the provision in the Foundation Stage. Very good care is taken of children, and good induction procedures ensure that they settle quickly into school. Relationships between children and staff are especially warm and supportive. Pupils' personal development is good. When they start in the Nursery many children find it difficult to get on together but by the time they are near the end of the Reception year children typically say, 'You have to share, you can't fight.' Although the curriculum is good overall it is better in the Reception than the Nursery because activities are more closely matched to pupils' needs and interests. There is a particularly good range of activities to promote writing. The provision is developing well. Better opportunities are being provided for outdoor play and there are partially implemented plans to enhance teaching and the curriculum in the Nursery and to improve continuity between the Reception and Year 1 classes.

What the school should do to improve further

- Ensure that all lessons in Key Stage 1 move on at a good pace and provide interest and challenge for the most able pupils.

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Annex A

Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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

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

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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Broadoak Primary School, Ashton-under-Lyne, OL6 8QG

It was a delight and a privilege to visit your school. I really enjoyed talking to you all and listened very carefully to what you had to say. Lots of you told me that you go to a 'dead good school' and I agree that your school is really good. It's clear that you have a brilliant time because of all the exciting things you have to do. The visit from the drummer from Status Quo sounded terrific and lots of you told me about the fun you had learning circus skills.

It was good to hear that you know lots about keeping healthy and safe. I was very impressed by your good behaviour. You have good manners and make visitors very welcome indeed. You told me that your teachers look after you well and that they always try to help you, especially if you are worried or upset.

Your teachers work very hard indeed to make sure your school just gets better and better. Most of your lessons are interesting and lots of fun but your teachers also make sure you work hard too. That is why the quality of teaching is good and you make good progress. There are some really super lessons in Years 3 to 6 and I have asked your teachers in Key Stage 1 to work hard to ensure that lessons move along at a good pace and provide the most able children with challenging work. By Year 6 the standards you reach are similar to those in other schools across the country. I really enjoyed looking at your work; I especially liked Year 6's writing about being in the jungle - they made it sound very real!

Managers at your school are doing a very good job. They are working very hard to make your school one of the very best.

I know Year 6 are very excited about their 'Prom'. I hope they have a really super time. Thank you again for being such good company.