

Broad Oak Primary School

Inspection report

Unique Reference Number	105467
Local Authority	Manchester
Inspection number	324225
Inspection date	26 November 2008
Reporting inspector	Marie Cordey

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	410
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Fergus Kilroy
Headteacher	Ms S Marchant
Date of previous school inspection	17 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Broad Oak Lane East Didsbury Manchester M20 5QB
Telephone number	0161 445 6577
Fax number	0161 448 2588

Age group	3–11
Inspection date	26 November 2008
Inspection number	324225

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards; the quality of teaching and learning; pupils' personal development and well-being and how well the school's leadership promotes care and high standards. Evidence was gathered from: national published assessment data; the school's self-evaluation; assessment records, policies and minutes of meetings; observation of lessons; pupils' work; discussion with pupils, staff, the chair of governors and parent governor; the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that most of the school's own assessments, in its self-evaluation form, were not justified. These have been included, where appropriate, in the report.

Description of the school

This is a larger than average sized primary school drawing pupils from a wide variety of backgrounds. The proportion of pupils who are eligible for free school meals is below average. The majority of pupils are from minority ethnic backgrounds and above average numbers of pupils are at an early stage of learning English. The number of pupils who have learning difficulties and/or disabilities is average. Early Years Foundation Stage (EYFS) provision includes two Nursery and two Reception classes. The school has gained the Healthy Schools Award, Eco Bronze Award and the Activemark for its sports provision.

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 and the majority of parents agree. They say, for example 'My daughter loves coming to school' and 'The headteacher is fantastic. She cares about each and every child and this shines throughout the school.' Other comments include 'Provision for special needs is brilliant in supporting my son.' The provision of effective care for all pupils is the foundation for pupils' good personal and academic development.

From entering the Nursery class with skills that are broadly below average, pupils make good progress to achieve above average standards in all subjects by the end of Year 6. Pupils take pride in their work and it is very well presented. There are no marked differences between the achievement of the various groups of pupils, such as those with learning difficulties and/or disabilities, or those who are at an early stage of learning English. Pupils' progress to challenging targets is regularly tracked and evaluated by senior leaders, classroom teachers and teaching assistants. This is not shared clearly enough with pupils and therefore they are not sure about how well they are doing in their work or what, exactly, they need to do in order to improve their standards. This is reflected in the views of a small minority of parents who do not feel that they are given sufficient information about the levels their children are working at or precisely what their children are learning.

Pupils are courteous, polite and their behaviour is good. They are proud to represent their school on the school council, as eco committee members and as carers for younger pupils. Citizenship and pupils' roles and duties in the community are central to the school's character. Pupils are well prepared for life in multicultural Britain. This reflects the school's commitment to promote community cohesion. Pupils make an outstanding contribution to their community through taking care of the local environment and by generous fundraising locally and internationally. They enjoy coming to school but attendance is not as good as it could be because a small number of children have had extended absences. Pupils know how to keep fit and are vocal about the importance of eating healthily. They also begin to take responsibility for their own safety. Parents and pupils alike comment enthusiastically on the wide range of enrichment activities, particularly in physical education.

The good quality teaching and learning is based on a varied curriculum that is well matched to individual pupils. Teaching assistants work closely with classroom teachers to plan and support lessons. As a result, pupils with learning difficulties and/or disabilities and pupils who are at an early stage of learning English are well supported and challenged. High expectations for every pupil are based on detailed knowledge of pupils' capabilities as well as their interests and needs. Lessons are interesting and, generally, pupils are active participants. During a practical mathematics activity in a Year 3 lesson pupils' learning was accelerated because they were actively involved and eager to discuss their findings. Occasionally, when the pace of the lesson slows or when the teacher talks for too long, pupils become passive and less focused on their learning. Although pupils' work is marked regularly it is sometimes too vague to be helpful and pupils are inconsistently involved in the assessment of their learning.

The school's headteacher and leaders promote a caring, nurturing atmosphere. Pupils are appropriately safeguarded and they are well prepared for their future lives. The school has accurately identified the need for more resources for outdoor provision in the EYFS in order to accelerate children's progress. Links with outside services such as speech therapists and local authority partners make a good contribution to pupils' personal development and well-being.

Governors are very supportive, are involved in school life and are not afraid to ask searching questions about the school's performance. Improvement since the previous inspection and the effectiveness of its self-evaluation support the school's good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to school life and settle quickly because of good arrangements to prepare them for joining school. Parents are made to feel welcome and are eager to support their children's learning at home and at school. Children make good progress from their starting points, which are generally below average, because of good teaching and leadership. By the time children leave Reception, many have attained the early learning goals for their age. A large number of children start in Nursery at an early stage of speaking English. Swift action to identify children's individual needs and intensive teaching improves children's spoken English as well as their understanding. Consequently, they can take a full part in the EYFS curriculum and enjoy and share in the many activities on offer. Teaching assistants work closely with teachers and provide sensitive, effective support to children with learning difficulties and/or disabilities. Children become more confident and independent because there are good opportunities, and resources for them to play with and explore, especially in the classrooms. Outdoor equipment is more limited and this restricts children's opportunity to develop their learning even further. The teaching of letter sounds and number recognition is incorporated into everyday activities. This has helped children to be skilled and knowledgeable when linking letters and sounds and when counting, especially when these are incorporated into play activities. Pupils are looked after well and they enjoy school life.

What the school should do to improve further

- Improve marking and strengthen systems to ensure that pupils are aware of how they are doing in their work and precisely what they need to do in order to improve it.
- Improve resources for outdoor provision in the EYFS to accelerate children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 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?	2

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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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 Broad Oak Primary School, East Didsbury, M20 5QB

Thank you for the very warm welcome you gave us when we came to inspect your school. I would especially like to thank the pupils who met with me to share their views about school and the many others who made a point of speaking to us in lessons, in the playground and around school. You played a big part in making the inspection so enjoyable and I would like to share with you what I found out about your school.

Yours is a good school. You learn well because you enjoy it and your work is above average in all subjects. You are encouraged to eat healthily and keep fit and you enjoy the many opportunities to take part in activities before and after school. You particularly enjoy taking part in sporting and musical activities and are very keen to look after the local environment. One of the best things about your school is the way you take part in your community. You raise lots of money for your local area as well as contributing to world charities. You look after each other and respect the many different types of people in the world. This is because you are respected and helped by all the staff in the school.

I have asked the staff to explain more clearly how you are doing in your work and exactly what to do to make it better. I know you will enjoy understanding and improving your work even more.

Children in the Nursery and Reception classes settle down quickly and make good progress when they join the school. They are well cared for and made to feel welcome by you. I have asked the school to provide more play equipment outside so that the Nursery and Reception children have a bit more choice and so that they can develop their learning in lots more different and enjoyable ways.