

# Broad oak Primary School

## Inspection report

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<b>Unique Reference Number</b>	105923
<b>Local Authority</b>	Salford
<b>Inspection number</b>	324295
<b>Inspection date</b>	12 March 2009
<b>Reporting inspector</b>	Margot D'Arcy

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	477
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Yeo
<b>Headteacher</b>	Mrs C Taylor
<b>Date of previous school inspection</b>	3 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fairmount Road Sinton Manchester Lancashire M27 0EP
<b>Telephone number</b>	0161 794 2326
<b>Fax number</b>	0161 728 1408

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and the Early Years Foundation Stage and investigated the following issues: the consistency of progress throughout the school, particularly progress at Key Stage 1; how effectively the curriculum prepares pupils for life beyond school; the quality of academic guidance provided for pupils; and the effectiveness of leadership and management. Evidence was collected from the school's self-evaluation, national published assessment data and the school's own assessment records; observing the school at work; discussions with children, parents, senior staff and the chair of governors; and scrutiny of documentation and the questionnaires completed by parents. Other aspects of the school's work were not investigated in detail, but evidence relating to them was collected and is referred to, where appropriate, in this report.

## Description of the school

This larger than average primary school is situated in Swinton, approximately four miles from the centre of Manchester. The surrounding areas from which the school draws its pupils are generally more favourable in social and economic terms than nationally. The proportion of pupils taking free school meals is low. Most pupils are of White British heritage, with very few from minority ethnic groups; all pupils are fluent speakers of English. The proportion of pupils with learning difficulties and/or disabilities is below average.

The school has gained the Healthy Schools Award and the Eco Friendly Schools Award.

At the time of the inspection over a third of the school's teaching staff were on maternity leave.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Broadoak is an outstanding school where pupils achieve well and attain high academic and personal standards. Children's skills on entry to the Early Years Foundation Stage are generally above those typically seen. The children progress well in the Nursery and Reception classes in relation to their starting points so that most are either working securely within, or exceeding, the expected learning goals at the end of Reception. Standards by the end of Year 2 are above average, but have shown some decline over the past five years, particularly at the higher levels. Since her appointment in September 2007, the headteacher has acted decisively to tackle this issue within the context of further raising standards and achievement for all pupils. A rigorous and systematic approach is being implemented. The main focus so far has been to improve the provision to develop pupils' literacy skills to ensure a secure platform for Key Stage 2 work. This has had a positive impact. The provisional results of statutory Key Stage 1 assessments conducted in summer 2008 reflect an improved picture in writing, and pupils' current work shows that this has been built upon further. Good quality teaching in Years 1 and 2 is enabling pupils to produce high quality written work. Moreover, teachers' rigorous assessments and guidance to pupils are helping them to continuously improve the quality of their writing. Provisional Key Stage 1 statutory mathematics assessments for 2008 reflected a further slight decline, but plans are in place to drive forward improvements in this subject in the same way as has been done for literacy. The introduction of a new calculation policy is beginning to have an impact and pupils' current work in mathematics reflects good learning. Nevertheless, given children's starting points, the school recognises that standards by the end of Year 2 could be higher; this is the reason why pupils' overall achievement is good rather than outstanding.

During Key Stage 2, pupils achieve well so that standards by the end of Year 6 are exceptionally high and have been so for a number of years. In the last two years, pupils' results have been particularly high with, for example, three quarters attaining the higher level in mathematics and notably larger proportions than nationally attaining the higher levels in English and science. The attainment of most pupils with learning difficulties and/or disabilities is also significantly above average and they make the same good progress as their classmates.

Pupils' behaviour and attitudes to learning are outstanding. This is in no small part linked to the talent teachers have for providing work that excites pupils and fully engages them in the learning process. For example, pupils thoroughly enjoy the challenging mathematical investigations they conduct in groups or with a partner. Their enthusiasm for writing is also fired in response to stimulating themes, which have been particularly successful in increasing boys' interest and success in reading and writing; for example, that based on pirates. The outstanding curriculum ensures that pupils have a first-class grounding in the basics, including information and communication technology (ICT). Creative themes and projects, and a varied and interesting range of visits and visitors enrich the curriculum further. Specialist music and sport tuition, opportunities to learn Spanish and Italian and to develop a reflective view of national and international issues through, for example, geography, religious education and focused 'news' assemblies, prepares pupils exceptionally well for the next stage of their education and life beyond school, and makes a good contribution to community cohesion. Pupils have gained an excellent understanding of healthy lifestyles, and this is reflected in their national award. Their pride in their school and enjoyment of all it offers is reflected in pupils' consistently high attendance and participation in the wide range of extra-curricular activities. Pupils are given very good opportunities to explore social and moral issues pertinent to their life in school

and in the local and wider communities. Many older pupils hold strong views and speak knowledgeably about environmental and world issues, such as global warming and apartheid.

Teaching is good, with examples of outstanding teaching in all phases of the school. Teachers plan thoughtfully to match work to pupils' different needs. They adapt work or alter the learning objective as necessary during lessons, to ensure pupils remain challenged. Teachers make very good use of ICT to support their explanations and demonstrations and to make learning more appealing to pupils. Teaching assistants are involved well and make a very good contribution. Teachers mark pupils' work regularly and provide particularly good academic guidance in literacy so that pupils have an extremely thorough understanding of their improvement targets. Guidance on how pupils might improve their mathematics work is provided, but is not yet as consistently detailed.

The school takes very good care of its pupils and is unflagging in its commitment to ensuring all have equal opportunities to succeed. Policies and practices to prevent discrimination are rigorously adhered to and government safeguarding requirements are met. Partnerships, such as those to support pupils with learning difficulties and/or disabilities and with other schools to enrich the curriculum, are outstanding.

Leadership and management are outstanding. The headteacher and other leaders, including governors, are committed to providing pupils with the very best. Consequently, the work of all staff is monitored rigorously in relation to its impact on pupils. Strengths are celebrated and shared so that the best practice can be built upon. The wide range of expertise on the governing body is used very effectively, for example, in relation to building and grounds planning and financial management. Most parents are overwhelmingly supportive of the school's work and how it is run. Although a significant minority expressed understandable concern about high staff turnover, the inspection evidence shows that very few staff have left the school in the last two years and current absences, although relatively high, are unavoidable. Throughout this disruption, the headteacher and her leadership team have sustained and built upon strengths and secured improvements to provision and the standards attained by pupils leaving Year 6. As such, value for money and capacity for further improvement are outstanding.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The children thoroughly enjoy their time in Nursery and Reception. The stimulating environments and thoughtfully planned provision of a wide range of activities, both indoors and out, makes the children keen to come to school and promotes good learning. Skilled teaching staff intervene effectively in children's play, prompting good discussion and exploration. Ongoing assessments provide staff with a good insight to each child's development, enabling focused activities to be planned to meet children's specific needs. This good level of provision ensures that the children progress well in all areas of learning and are well prepared for the next stage of their education. There are excellent links with parents, and vigilant well trained, staff look after the children very effectively. Leadership and management are good. There is an appropriate priority to refine current assessment systems to more accurately assess children's skills and the progress made by groups who enter the school's Early Years Foundation Stage provision at different points in time.

### **What the school should do to improve further**

- Push forward with plans to improve provision in mathematics to further raise standards and achievement at the end of Key Stage 1, especially at the higher levels.

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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?	1
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 capacity to make any necessary improvements	1

### 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 <sup>1</sup> reached by learners	1
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

<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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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



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

Thank you for welcoming us when we came to inspect your school recently. We enjoyed our day very much and the chance to talk with some of you about what it is like to be a pupil at Broadoak. Your school is outstanding and there are so many very good things about Broadoak that it is difficult to pick out just a few. However, we were extremely impressed by your excellent behaviour and maturity, and to see how well you listen to your teachers and work cooperatively with each other in lessons. As a result, you achieve well and reach high standards by the time you leave Year 6. You are taught well and your school provides you with an outstanding range of opportunities to help you learn, have fun, and develop into responsible young people who show concern for the world and the people in it.

All of these good things are made possible because the people who lead your school, such as your headteacher, other managers and governors, work extremely hard to give you the best education possible. They do an outstanding job in this and are continually looking for ways to make things even better at Broadoak. We know, for example, that your school has successfully improved the way it teaches literacy so that you are now finding this subject more interesting and becoming better writers and readers as a result. There are plans to make similar improvements in numeracy and we have asked your school to start implementing these as soon as possible. This should enable your school to continue to improve and meet its aim of raising the standards and achievement of pupils by the end of Year 2.

You can all help by continuing to work very hard and maintaining your excellent attendance.