

Broadhurst Primary School

Inspection report

Unique Reference Number	105451
Local Authority	Manchester
Inspection number	336499
Inspection dates	10–11 June 2010
Reporting inspector	Jim Kidd

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 of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Mr Peter Tavernor
Headteacher	Mrs Alison Marshall
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons and saw all eight teachers in their classrooms. Meetings were held with pupils, staff, governors and the School Effectiveness Officer. Inspectors observed the school's work and looked at development planning, internal assessments of pupils' progress, a variety of relevant policies, reports written by the School Improvement Partner and pupils' workbooks. They also scrutinised 34 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether improvements in attainment and progress, suggested by data, are being maintained
- how and with what impact the school is attempting to raise attainment in literacy, particularly writing
- whether challenge in teaching is good enough to enable more able pupils to reach the higher National Curriculum levels
- the impact of the school's emphasis on encouraging pupils to see that rights and responsibilities go hand in hand
- the impact of the school's strategies to raise attendance.

Information about the school

This is a smaller than average size school, but numbers are rising over time. A well above average number of pupils joins or leaves the school other than at the usual times. The percentage of pupils known to be eligible for free school meals is three times the national average. There is an above average proportion of pupils with special educational needs and/or disabilities. The percentage of pupils from minority ethnic heritages is well above that usually found and over a fifth of the school population has English as an additional language. Since the previous inspection, the school has appointed a new headteacher. Broadhurst Primary is an accredited Healthy School, takes part regularly in the Singing Schools initiative and is actively involved in the Forest Schools project.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Outstanding governance, with an overriding emphasis on improving the quality of teaching and learning, has played a major role in bringing about marked improvements in pupils' progress and attainment. Accurate self-evaluation of school performance in all areas of its work has played its part too, and as a result, leaders and managers have a keen awareness of strengths and areas for development. Higher academic standards year-on-year since the previous inspection; improvements in pupils' behaviour and in the development of their personal and social skills, all demonstrate that the school has good capacity for further improvement and that it provides good value for money.

Pupils are proud of their school and speak positively of the good care, support and guidance they receive from the adults who work with them. As they say, 'Our teachers are always trying to prepare us for success in everything we do.' All groups of pupils, including those with special educational needs and/or disabilities, achieve well and make good progress in their studies. Their skills in writing are beginning to improve in both key stages, but they still lag behind those in reading, mathematics and science. Effective challenge in teaching enables increasing numbers of pupils to reach the higher National Curriculum Level 5 in all their subjects.

Pupils' self-esteem and confidence are increasing, as a consequence of the school's work to ensure that they take responsibility for their own actions. Pupils are well aware of their rights as learners, but they add, 'We also have a responsibility to keep others safe and to make sure they can learn too.' Older pupils are more than willing to set an example to their younger counterparts and the school council has an enviable reputation amongst those it represents. Attendance is improving and is now broadly average, but it remains an ongoing concern for the school. The Parent Support Adviser works hard, and with increasing success, to encourage some families to see the value of regular attendance. In addition, the school is developing a variety of strategies to engage more parents and carers in their children's learning and in the work of the school.

The curriculum is developing apace and comprises a wide range of enrichment programmes, including visits and visitors, and there is an emphasis on using the impressive outdoor area as a further learning environment. Preparing its pupils for what the future holds for them is central to everything Broadhurst Primary tries to do.

What does the school need to do to improve further?

- Further improve pupils' skills in writing, by:

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- giving them even more access to the latest technology when they are preparing their assignments
- providing them with more opportunities to write for real-life situations
- increase the opportunities they have to practise their writing across the curriculum
- encouraging them to rehearse their new learning, through drama and role play for example, before they put pen to paper.
- Improve the attendance of those pupils who do not come to school as regularly as they might, by:
 - engaging more with parents and carers to impress upon them the importance of regular attendance.

Outcomes for individuals and groups of pupils**2**

'Our teachers make learning fun' is just one comment, which demonstrates that pupils enjoy their lessons and are keen to succeed. They are engaged in the activities and have smiles on their faces when they listen intently to the contributions of their classmates. They enjoy supporting and challenging each other in groups and pairs and are delighted when their peers give correct answers. As a result of this pleasure in learning, all groups of pupils enjoy their lessons and make good progress towards their challenging targets. Pupils with a statement of special educational needs and those new to learning English make the same progress as their peers as a result of impressive guidance and support, often on a one-to-one basis, from teaching assistants. Attainment in the core subjects of English, mathematics and science has risen markedly since the previous inspection and is now broadly average. Pupils' writing is improving too, but the school recognises that standards here are not as high as in other subjects.

Pupils have a good understanding of the strong relationship between rights and responsibilities and they are fully aware that courtesy and kindness to all are of the essence if pupils are to enjoy their education. As a consequence, the school is a racially harmonious community and pupils are only too willing to recognise and celebrate cultural and religious diversity. They behave well in lessons and during breaks and lunchtimes and feel safe in school. As they say, 'Bullying doesn't happen very often in our school, but when it does it is sorted out quickly.' They enjoy talking to visitors about what makes a healthy diet and why it is important to keep fit. Junior wardens support younger pupils and help out in the local community. The school council runs a fruit stall and is ever proactive in putting forward ideas to improve the school. Attendance is satisfactory overall and improving, but there are still small numbers of pupils who do not come to school as regularly as they should.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall. There are examples of outstanding practice in Key Stage 2. In the best lessons, there are high levels of challenge and pupils are fully aware of what they need to do to reach their learning targets. An excellent Year 5/6 literacy lesson, for example, included a detailed consideration of how the learning objectives could best be reached. On this occasion pupils made good use of new technology to plan and then record their work and rehearsed their speeches in groups before delivering them to the whole class. Similarly, in Year 4, pupils acted out the key elements of the story before they began to write summaries of it. This effective use of role play and technology helps pupils to develop their writing skills. On occasions, there is a lack of pace in lessons because activities go on for too long and pupils do not always see the purpose of what they are doing. Assessment is good and pupils take advantage of many opportunities to gauge the quality of their own work and also that of their peers. In some classes, they mark and comment on the assignments of their peers and their understanding of what they need to do to improve their work is enhanced as a result.

The curriculum fosters pupils' progress well in both their personal and academic development. Teachers spend considerable time amending the curriculum so that it is increasingly more appropriate to the individual needs of their pupils. 'Creative afternoons' and the Forest Schools project, are just two examples of initiatives which are being developed to introduce a theme-based approach, in which pupils can link their learning to real-life situations. Teachers recognise, too, that there need to be more opportunities for pupils to reinforce their writing skills in all their lessons.

Pupils respect the adults who work with them and know that they are respected too.

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They are grateful for the efforts the staff make to raise their aspirations about what they might achieve in the future. Pupils in Years 5 and 6, for example, talk about the importance of working hard to make sure they have the chance to enter college when they are old enough. The school pays considerable attention, also, to promoting the emotional development of its pupils. Vulnerable pupils are identified quickly and they receive most effective support from the talented team of teaching assistants. There are good links with a variety of outside agencies and the Parent Support Adviser works positively to involve parents and carers more closely in their children's education and to encourage them to ensure their children's regular attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The forward thinking headteacher, supported by a committed senior leadership team, sets a clear vision for how the school is to develop. Staff at all levels of experience and responsibility speak with one voice about how the school is run: 'Our opinions are sought and valued. The school vision is shared and this leads to impressive levels of teamwork amongst us all. The expectations that senior leaders have of us are high.'

Governance is outstanding. Governors are very well informed about school performance and they have a keen understanding of what needs to be done if improvements are to be maintained. They challenge the leadership with the utmost rigour, visit school regularly and have no illusions about their key role in promoting ongoing improvements in teaching and learning.

The school's engagement with parents and carers is satisfactory overall but improving and the school is aware that even more needs to be done if pupils' overall attendance is to continue to rise. There are good partnerships with a variety of outside groups, many of which have helped the school develop its impressive outside area.

The school promotes equality of opportunity well and is always concerned to ensure that its pupils can take full advantage of everything on offer to them. Discrimination in all its forms is not tolerated and pupils are taught to respect and celebrate diversity.

Safeguarding and child protection procedures are good and fully meet requirements: staff training is up to date and all risk assessments are in place. The school promotes community cohesion satisfactorily and is involved in a range of projects within the locality. It recognises that links with other primary schools in different contexts are underdeveloped.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, children enter the Nursery class with well below expected skills. As a result of good teaching, a vibrant outdoor area and sensitive support by teachers and teaching assistants, they make good progress across both years and achieve well in all areas of learning. Their skills are improving and, by the time they enter Year 1, significant numbers are now reaching levels in line with those that are expected. The increasing numbers of pupils with English as an additional language are making good progress too, partly as a result of the 'every child a talker' programme.

The curriculum meets children's needs well and there is very effective use of outdoors to promote learning through activity and enjoyment. For example, the climbing frame has been transformed into a train, to extend children's understanding of different kinds of transport. Children play happily together and are only too willing to initiate their own games and activities.

Leadership and management are good and the Early Years Foundation Stage coordinator is proactive in involving parents and carers more actively in the setting. Ongoing assessment of children's learning is good and adults ensure that all children in both Nursery and Reception visit the wide range of activities open to them. Data from assessments is used for target setting and is also used to respond to children's interests. Key workers are used well and are the major links between home and school. The welfare of pupils is promoted very effectively. Staff morale in the setting is high and there is a shared vision for development.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a small (14%) return of parents' and carers' questionnaires. A very large majority of those who completed the questionnaires is entirely satisfied with what the school is doing for their sons and daughters and all are of the opinion that the school meets the particular needs of their offspring. A typical comment is, 'Our children are very happy in school and we are very pleased with the support they get from their teachers and teaching assistants.' A very small minority of parents and carers believes the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to support this view. Indeed, they judge behaviour management to be very effective and pupils' conduct in lessons and around school to be good. A very small minority are also of the opinion that the school could do more to take account of their suggestions and concerns. Inspectors judge the school's engagement with parents and carers to be satisfactory but are also aware that this is one of the school's priorities for development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadhurst Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	82	5	15	0	0	1	3
The school keeps my child safe	25	74	7	21	1	3	1	3
The school informs me about my child's progress	24	71	7	21	2	6	0	0
My child is making enough progress at this school	20	59	9	26	2	6	0	0
The teaching is good at this school	25	74	7	21	1	3	0	0
The school helps me to support my child's learning	25	74	5	15	2	6	0	0
The school helps my child to have a healthy lifestyle	23	68	10	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	74	5	15	1	3	0	0
The school meets my child's particular needs	22	65	12	35	0	0	0	0
The school deals effectively with unacceptable behaviour	19	56	9	26	4	12	1	3
The school takes account of my suggestions and concerns	21	62	7	21	4	12	1	3
The school is led and managed effectively	24	71	10	29	0	0	0	0
Overall, I am happy with my child's experience at this school	26	76	6	18	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 June 2010

Dear Pupils

Inspection of Broadhurst Primary School, Manchester, M40 0BX

Thank you all very much for the lovely welcome you gave us when we inspected your school last week. We enjoyed hearing you sing in assembly and in class and we were delighted when we saw Year 5 and Year 6 helping the younger pupils with their reading. We are particularly grateful to those of you who came to talk to us on Thursday lunchtime. I promised to write you a letter outlining the results of the inspection and here it is!

Broadhurst has improved a lot over the past four years and it is now a good school. You are so right to be very proud of it. Your standards have gone up every year because you are taught well and because you enjoy your learning. Your behaviour in lessons and around school is good and you get on well with your classmates and with the adults who work with you. Your teachers and teaching assistants take good care of you and they are very proud of you too! Members of the school council work hard to represent your views and they are never short of ideas to make Broadhurst even better.

Your headteacher and all the other staff are always looking for ways to improve your school and I would like to help them with this. I have asked them, therefore, to support you in improving your writing skills. I have asked that they give you even more opportunities to use the latest technology when you are planning your writing, and that they offer you more chances to write in all your subjects and for real-life situations. I have mentioned too that it would be a good idea if they helped you to practise your new learning, through drama and role play, for example, before you begin to write. I have also requested them to encourage your good attendance at school by working even more closely with your parents and carers. I am sure you know that you have a big part to play in this too!

Once again, thank you so much for helping us with the inspection. Best wishes to you all.

Yours sincerely

Mr Jim Kidd

Lead inspector

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