

Haslingden Broadway Primary School

Inspection report

Unique Reference Number	119326
Local Authority	Lancashire
Inspection number	339406
Inspection dates	5–6 October 2009
Reporting inspector	David Byrne

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mr Tim Stonebanks
Headteacher	Mr Paul Stanley
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors, one of whom worked for half a day focusing on the quality of the school's safeguarding procedures. The inspectors visited 11 lessons and held meetings with staff, groups of pupils and the chair of governors. They observed the school's work, and looked at a range of documentation including the school improvement plan and a selection of educational plans for pupils with special educational needs and/or disabilities. Inspectors also looked at samples of pupils' work and the systems used to assess pupils' progress and attainment as they move through the school. Seventy eight parent/carer questionnaires were received and evaluated.

Is teaching sufficiently challenging to maintain the recent improvement in attainment?

Are the recently introduced curriculum initiatives benefiting the quality of learning and increasing pupils' progress?

Does the school do enough to promote community cohesion?

Information about the school

This average-sized primary school serves a community with mixed social and economic backgrounds. The vast majority of pupils are of White British origin. The percentage of pupils with special educational needs and/or disabilities is below average, as is the proportion taking free school meals. There has been an increasing trend in recent years for pupils to move into Key Stage 2 at times other than the normal. The school's achievements and awards to date include the National Healthy School's Award, Lancashire Healthy Schools Status, Eco schools Bronze status, Investors in People and Active Mark.

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 school that provides pupils with a good quality of education within a very caring environment. Care, guidance and support are extremely effective. The large majority of parents and carers rate the school highly. The behaviour of most pupils is good, attendance rates are high and the large majority of pupils are keen and willing to learn. Pupils get on well together and enjoy their lessons and activities. Increasingly, they are developing the confidence to make decisions for themselves and to become good citizens within school and the community. Many pupils have a secure understanding of how they can improve their work, but this is not a consistent feature across the school. The pupils' understanding of the cultural richness and diversity of modern society is relatively weak. As a result of improvements to teaching, the remodelling of the curriculum and a more rigorous approach to the use of assessment, achievement and progress are rapidly increasing across the school. Over the last three years test results have been consistently average overall. Better results in 2009, however, support the picture of improved progress currently within the school. Pupils are now doing better in writing but they could do even more. With the exception of mathematics, girls tend to do better than boys although the school is starting to narrow this gap. Strong and inspirational leadership by the headteacher, supported by a skilled deputy, ensures that the school is a safe place for pupils, staff and visitors. A mostly accurate self-evaluation guides the school's decisions about where it needs to improve, but the monitoring of performance of all subjects in the new creative curriculum is not yet fully established. The school's decisive and effective action to improve the progress and achievement of pupils demonstrates its good capacity for sustained improvement.

What does the school need to do to improve further?

- Maintain the current rate of improvement in progress across the school by:
 - ensuring that strategies for raising standards in writing and the performance of boys continue to be implemented and evaluated
 - developing a more consistent approach to the way pupils evaluate their own performance and understand what they need to do to improve
 - closely monitoring the outcomes for pupils in all aspects of the curriculum.
- Increase pupils' knowledge and understanding of the richness and diversity of modern society by:
 - implementing a stronger policy for community cohesion which is monitored to identify its impact on pupils' attitudes and knowledge.

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Outcomes for individuals and groups of pupils

2

Pupils are achieving well and making good progress. In recent years attainment has been broadly average but inspection evidence indicates that progress is improving strongly and attainment is rising. In 2008 the targets set for pupils' performance at Year 6 were met and in 2009 they were exceeded and attainment was above that found nationally. The success in accelerating pupils' progress is due to better teaching and learning. There is now a strong focus on raising standards in writing, an increased awareness of the need to tackle the generally lower performance of boys and of the importance of making better use of assessment to identify underachieving pupils. Lessons demand that pupils think for themselves and make decisions. As a result, pupils are increasingly confident and willing to give things a try. The more able are successfully stretched in most lessons. Year 6 pupils, for example, enjoyed the challenge of a role play activity which demanded that they look deeply at dilemmas that can arise from telling lies. In Years 3 and 4, pupils thrived when undertaking hands-on activities in their history-based topics, World War 2 and the Romans respectively. Pupils' mathematical and scientific skills have improved this year, and their factual writing is much better as a result of the impetus that the practical approach has given to learning. Good support for pupils with special educational needs and/or disabilities results in them being fully included in school life. This helps them to achieve well both in terms of their personal development and in their academic work.

The high rate of attendance is an important indicator of the good levels of enjoyment pupils have in school. The large majority work with a smile and gain great pleasure from doing their best. Pupils develop a good knowledge of how to live safe and healthy lives. They respond positively to the many opportunities within school to take exercise, play sport and eat sensibly, benefiting from the school's commitment to healthy eating. They willingly contribute to the school community as school councillors which adds to their sense of pride. Older ones take seriously their roles as playground helpers and make a good contribution to the warm and friendly ethos that pervades play times. Pupils say they feel safe and that bullying is rare and is dealt with very well by staff. There is a good awareness among pupils of the challenges some classmates have in managing their behaviour, providing sensitive support and help where they can. Pupils are well prepared for their next stage of education. Spiritual, moral, social and cultural development is good overall. Pupils develop good social skills and a mature grasp of right from wrong. Most have a good understanding of their school and local community but their knowledge of cultures beyond their own is limited.

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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils benefit from outstanding levels of care and guidance. Staff go the extra mile to make sure that all pupils are given every opportunity to benefit from what the school provides. Those needing high levels of personal or academic support are provided for well, aided by good identification of their needs and by skilful teaching assistants. A combination of excellent one-to-one guidance, specialist support provided by a skilled learning mentor, and good strategies to encourage partnerships with parents, makes sure that every pupil is very well supported. This outstanding care, coupled with good teaching and an exciting and imaginatively planned curriculum, combine to give pupils a good chance to do well. Provision for pupils who are particularly able, or have a talent, is a current focus for the school and is developing well. The outstanding quality of care and guidance helps pupils to settle well into school, feel safe and secure and consequently have the confidence and desire to learn. This means that pupils are receptive to their teachers and the activities provided for them to learn. This increases learning.

Teaching is typically good with some outstanding examples. At its best, lessons inspire pupils' imaginations by involving them in a host of practical, hands-on activities. At times, excellent use is made of information and communication technology to bring lessons alive; for example, using a DVD extract from 'The Incredibles to inspire older pupils to understand characterisation in a story as part of their 'Superheroes' topic. Very good use of assessment ensures that tasks set for pupils are at the right level so that they can make good gains in knowledge and skills. Where teaching is satisfactory, which is a minority of times, it is because pupils are not enabled to make enough decisions for

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themselves and because expectations for the most able are not challenging enough. Throughout the school, pupils are encouraged to think about how well they have done and the use of targets has raised attainment. There are inconsistencies, though, in the way pupils are involved in identifying their next steps in learning which does impact slightly on the progress they make.

Cementing teaching and learning together is an exciting and imaginatively planned curriculum. Although recent in its inception, with more development to be done, it has already boosted fun and learning, therefore raising attainment and raising achievement. Excellent links between subjects make the learning of basic skills exciting and have begun to raise attainment, most noticeably in writing and particularly among boys. The curriculum offers excellent provision for music and makes good provision for sport.

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	1

How effective are leadership and management?

Senior leaders are dedicated to giving the pupils the best possible deal. Equal opportunities for pupils are given the highest priority by all staff and ensure good outcomes in this regard. The school's self-evaluation systems are mostly effective, although the quality of learning in some aspects of the revised curriculum is not yet fully monitored. Strong and visionary leadership by the headteacher supported by a very capable deputy headteacher and new senior leadership team makes sure that actions are being taken to tackle the weaknesses. A well-planned school development plan gives focus to all actions and enables a secure evaluation to be made of their impact on learning. Good governance underpins the school and its current success. Governors do a good job in making sure that all spending is sensible and effective in terms of benefiting the pupils. The quality of safeguarding is good. All staff are suitably trained and procedures to ensure child protection are securely in place. While the school makes a good contribution to the school community and its immediate locality, it lacks a clear enough strategy for developing pupils' knowledge and understanding of the wider world and the global dimension.

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

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
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

Very good induction arrangements help children to rapidly settle in to school life. Good relationships between children and staff quickly develop. These, together with a safe and secure learning area, mean that children feel confident to learn. Staff work closely as a team to provide a host of well planned and relevant activities for the children. Good quality improvements to the outdoor learning environment have provided many good quality opportunities for the children to learn in a full range of situations. The provision is well organised and successfully enables children to make their own choices in learning as well as working under the guidance of an adult. Good teaching and effective leadership and management mean that pupils learn at a good pace in their time in the Reception class. Staff record and assess children's progress well. This assessment is used to plan effectively to meet the needs of individual pupils as well as keeping an eye on the overall progress of groups. Data show that children's attainment when they enter the Early Years Foundation Stage is broadly typical for their age. By the time children leave Reception, an above average proportion has reached the levels expected, reflecting good progress and achievement.

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

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The large majority of parents and carers are very positive about the school. The view of one parent typifies the views of most: 'From the headteacher to the administrative team, there is a real sense of "family" and a passion to do everything possible for the children in their care.' Many positive comments were made by parents and carers about the quality of the school's leadership and management and also about the care provided for their children. There were also high levels of satisfaction with the academic progress their children make and the attitudes they develop. All this is confirmed by the inspection. A small minority indicated that they would like more information about their children's progress. Inspection evidence shows that much has been done recently to improve communication about such matters, including a revised format for the annual pupils' report to parents, a detailed home-school book and more information on the school website, and that these arrangements are suitable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haslingden Broadway 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	66	46	33	0	0	0	0
The school keeps my child safe	100	71	39	28	0	0	0	0
The school informs me about my child's progress	77	56	50	36	11	8	0	0
My child is making enough progress at this school	71	51	60	43	5	4	2	1
The teaching is good at this school	89	64	48	35	0	0	0	0
The school helps me to support my child's learning	80	58	52	38	5	4	0	0
The school helps my child to have a healthy lifestyle	64	46	70	51	2	1	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)	67	49	63	46	2	1	0	0
The school meets my child's particular needs	71	51	61	44	5	4	0	0
The school deals effectively with unacceptable behaviour	63	46	69	50	3	2	0	0
The school takes account of my suggestions and concerns	66	48	65	47	6	4	0	0
The school is led and managed effectively	93	67	40	29	2	1	0	0
Overall, I am happy with my child's experience at this school	97	70	38	28	3	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



Inspection of Haslingden Broadway Primary School, Rossendale, BB4 4EH

Thank you for being so friendly and welcoming when my colleagues and I visited your school. I promised to let you know what we thought of your school.

Your school gives you all a good start in life. It keeps you safe and takes care of you exceptionally well. You develop good social skills, learn to work and play together well and become kind and caring people. Essential qualities such as understanding how to eat sensibly and keep healthy are clearly developing well. It was pleasing to see that you all behave well except in a minority of cases. In addition, you are also starting to attain well in your studies. Some of you could do better in your writing and at times boys could do better than they are doing. Your headteacher and his staff do a good job. They are exceptionally caring and are doing their best to give you exciting and stimulating lessons. It was pleasing to see how hard most of you work and how much care you take with your work.

Although you are all making good progress and you achieve well, there is still more to be done. To help this along, I have suggested some things that the school must do.

These are:

- to continue to work with you to improve writing and also help boys do even better
- refine further the opportunities you all have to see your next steps in learning
- keep a closer eye on how well each of you does in all subjects
- find ways of helping you to gain a better understanding of the wider world.

You can help your teachers and headteacher by keeping a smile on your faces and continuing to be a best friend to others.

I wish you all the very best for your futures.

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