

Broad Oak Primary School

Broad Oak Lane, East Didsbury, Manchester, M20 5QB

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching, although improving, is not consistently good across all classes. As a result, pupils' progress varies and overall is average, rather than good.
- Checks on pupils' understanding are not used well enough so activities are at times either too easy or too difficult for different groups of pupils.
- Some teachers' expectations are not high enough. In these cases, the quality and quantity of work expected in lessons are too low.
- The pace of learning in lessons is not always quick enough. Too few opportunities are provided for pupils to work independently or in small groups.
- Pupils' behaviour is not always good enough. In lessons, some pupils are not fully attentive because the work does not interest them.
- School leaders' actions to improve teaching have been successful in part, but more is needed to eradicate all the teaching that requires improvement.
- Although systems are in place to track the progress that pupils make, there is not enough evaluation of which strategies have been successful in increasing pupils' rates of progress and which have not.
- Training for staff has brought about some improvement, but senior leaders have not ensured that all teachers have acted upon the training.
- Over time, the governing body has not held the school to account well enough and there has been some decline in standards during the period since the last inspection.

The school has the following strengths

- Some of the teaching in school is good. Some teachers support and help pupils to learn very effectively and, where this is the case, pupils make good progress.
- Regular and effective teaching of the sounds that letters make (phonics) ensures that young pupils begin to develop their basic reading skills well.
- The decline in standards of attainment over time has been reversed, with an improvement in standards at Key Stage 2, in particular.
- The relatively new senior leadership team has correctly identified the main improvement issues and is working closely with the governing body to improve the school.

Information about this inspection

- Inspectors observed 24 lessons taught by 20 different teachers. Six of these lessons were jointly observed with school leaders, including the headteacher. In addition, the lead inspector observed school leaders giving feedback to teachers about the lessons observed.
- Inspectors met with two groups of Key Stage 2 pupils and listened to two groups of pupils reading in Year 2 and Year 6.
- Meetings were held with several governors including the Chair of the Governing Body, a representative from the local authority, school leaders and teachers.
- An inspector talked informally to some parents at the beginning of the school day and inspectors took account of 30 responses to the online questionnaire (Parent View). Inspectors examined the school's questionnaire for parents and email correspondence received from a parent during the inspection. In addition, comments were considered from 19 school staff who responded to Ofsted's questionnaire.
- The school's work was observed and the inspection team looked at a number of documents, including safeguarding records, the school's improvement plan, the school's data for tracking pupils' progress, reports on the quality of teaching, teachers' planning and work in pupils' books.

Inspection team

Andrée Coleman, Lead inspector

Additional Inspector

Maureen Hints

Additional Inspector

Sheila Loughlin

Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- About three quarters of pupils are from minority ethnic groups and just under half of all pupils speak English as an additional language.
- A broadly average proportion is eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals in this school.
- The proportion of pupils identified with special educational needs supported through school action is above average, but the proportion identified with special educational needs supported through school action plus or with a statement of special educational needs is below average.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection, a new deputy headteacher joined the school in September 2011, a new headteacher joined in September 2012 and a recently appointed assistant headteacher took up post at the start of this term.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in order to raise standards in English and mathematics by ensuring that:
 - all teachers' expectations are high as to the quality and quantity of work pupils should be expected to produce
 - the pace of learning is brisk in all lessons
 - checks on pupils' understanding are used well so groups of pupils are given activities that are well matched to their prior knowledge and skills and neither too easy nor too difficult
 - pupils have more opportunities to learn independently and in small groups
 - feedback from teachers' marking is always clear so pupils know what they have done well and what they need to do next to improve
 - pupils are given regular opportunities to check their own work and improve it.
- Improve the effectiveness of the school's leadership by:
 - regularly checking that strategies to improve teaching are being fully implemented in all classes
 - evaluating how well different groups of pupils are making progress to check on the effectiveness of support, and sharing this information with staff and governors.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- From broadly average starting points, pupils make variable progress and reach average standards in reading, writing and mathematics by the end of Year 6. After a decline in standards overall in 2012, pupils' progress is improving and attainment is rising in Key Stage 2. Pupils' progress across the school in reading is mostly better than in writing and mathematics. The current Year 6 pupils have made above-average progress in both reading and mathematics during their time in Key Stage 2.
- In the Early Years Foundation Stage, children make expected progress overall although there is some variation over time. Currently, children are making better progress in learning about the sounds letters make (phonics) and this is helping to develop their early reading skills.
- In Key Stage 1, standards are broadly average in reading and writing and mathematics. In mathematics, not enough more-able pupils reach above-average standards because work is not always difficult enough for them to develop the necessary mathematical skills.
- Standards in reading are broadly average, but improving, especially for more-able pupils. In 2012, a greater percentage of Year 6 pupils achieved above-average standards in the national reading test than was the case in other schools. In Key Stage 1, pupils have daily lessons to learn about phonics and this year an increased percentage of more-able pupils are reading at an above-average standard.
- The achievement of different groups of pupils varies. Although more-able pupils in some year groups are attaining well, this is not consistent. In some lessons, the more-able pupils are given work that is too easy and this does not help them move up to the next level quickly enough. Disabled pupils and those with special educational needs are given effective support from teaching assistants and improved tracking systems are in place to check that their progress accelerates. Pupils who speak English as an additional language make expected progress and attain standards in line with similar pupils nationally.
- In 2012, pupils in receipt of the pupil premium attained lower standards than similar pupils nationally. In addition, their attainment was approximately four terms behind that of pupils in school not in receipt of the pupil premium. The attainment of this group is now more closely tracked by school leaders and governors and rates of progress are improving, although there is some variation across classes.

The quality of teaching

requires improvement

- The quality of teaching is improving, but is not consistently good in all classes. There is some good teaching, but about half of all teaching requires improvement. No inadequate teaching was seen during the inspection.
- Information is collected about pupils' skills and knowledge but this is not used well enough in all classes to plan challenging activities for pupils to complete. In some cases, all the pupils in the class are working on a task with the same level of difficulty and for some the task is too difficult while for others, it is too easy. More-able pupils in particular are not challenged enough in some lessons.
- Some teachers do not expect enough of pupils and underestimate what they are capable of doing. In some lessons, too much time is spent on what pupils already know and can do. In lessons where the quality of teaching is good, teachers have high expectations and pupils work hard to produce a good quantity and quality of work to meet those expectations. For example, in a session to develop pupils' reading skills, they responded thoughtfully to the teacher's questioning and showed a growing understanding of the structure and vocabulary used by the author.
- The pace of learning is not quick enough in the lessons where the quality of teaching requires improvement. Sometimes, there is too much input from the teacher and pupils are given

insufficient time to work on their individual and group tasks independently. Where pupils are given good opportunities to talk to their peers about their learning, they engage well, learning and developing their ideas and understanding together.

- Sometimes there are several adults supporting pupils in classes. Pupils who speak English as an additional language, disabled pupils and pupils with special educational needs often have additional adult support. However, the effectiveness of this is limited when the tasks they are given are not well matched to their specific learning needs.
- Teachers mark pupils' work regularly, but pupils are not always given clear guidance which tells them precisely what they have done well and what they need to do to improve. In some classes, pupils have good opportunities to check and evaluate their own work to see if they have been successful in including the features that the teacher is looking for. However, this is not consistent across the school.

The behaviour and safety of pupils

requires improvement

- Pupils' behaviour requires improvement because behaviour varies in lessons and around the school. In lessons where the quality of teaching is good, pupils show enthusiasm for learning and good concentration. In addition, when they are given opportunities to talk to each other and work cooperatively, they do this well. In lessons where the teaching requires improvement, pupils lose interest and become inattentive because the pace is too slow or because work is not well matched to their learning needs.
- At break times, pupils mostly behave well, but occasionally become too boisterous. Pupils say that they would like more things to do at breaks and lunchtimes. They say that teachers take swift action when issues such as name-calling or bullying are reported and that these issues are much less frequent since the new headteacher joined the school.
- Pupils understand how to keep themselves safe when using the internet and know what 'cyber-bullying' is. They feel confident to report any worries to staff or parents.
- Pupils say that they enjoy coming to school and their average attendance rates show that most attend school regularly. Pupils particularly enjoy the range of educational visits offered by the school and the weekly extra-curricular activities. The cheerleading group greatly impressed inspectors with their enormous enthusiasm and energetic moves! Despite the good range of extra-curricular activities, pupils say they would like more.
- Most parents responding to the school's questionnaire and the online Ofsted questionnaire (Parent View) say that pupils behave well.

The leadership and management

requires improvement

- The headteacher, other school leaders and the governing body have correctly identified the key areas for school improvement and they have been well supported by the local authority in this respect. The decline in standards has been reversed in Key Stage 2 and pupils' rates of progress are increasing.
- Targets are set for all teachers and school leaders to check on their performance regularly. Effective systems are in place to reward teachers where performance is good or better and to deal with underperformance.
- As the result of training, targets for teachers and effective systems to check on their performance, the quality of teaching has improved and there is no longer any inadequate teaching. However, about half of the teaching requires improvement, which means that its overall quality is not yet consistently good. Training for staff has assisted this improvement, but school leaders have not yet made sure that the training has been put into practice in all classes.
- Although the spending of the pupil premium funding has been itemised, there is no evaluation yet of the impact of the spending on pupils' achievement. This issue is being tackled as a high priority and the rates of progress of pupils in receipt of the pupil premium are improving. Leaders have not always used information about pupils' progress as systematically as they

might. This is now more robust and having the effect of improving all groups of pupils' attainment and progress. Therefore, the school is working to promote equality of opportunity and to tackle discrimination.

■ **The governance of the school:**

- Governance requires improvement. Over time, the governing body has not held the school to account well enough and standards have dipped. However, governance is improving; the governing body is now well informed about the school's strengths and weaknesses and the quality of teaching and has been involved in tackling underperformance. Procedures to reward teachers who ensure that pupils make rapid progress are also in place. Information on the school's performance is evaluated regularly by governors and they have sought external validation from the local authority to support their evaluation.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105467
Local authority	Manchester
Inspection number	413062

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	486
Appropriate authority	The governing body
Chair	Fergus Kilroy
Headteacher	Kevin Corteen
Date of previous school inspection	26 November 2008
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