

# Inspection of Broad Oak Primary School

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

---

Inspection dates: 29 and 30 March 2022

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils enjoy coming to Broad Oak. They have lots of friends and feel safe and happy. Their parents and carers agree. This is because of the positive relationships that are formed with their peers and with the caring staff. Pupils are polite, enthusiastic and respectful.

Pupils understand what bullying is, including how it could happen online. They reported that bullying is very rare. If it were to happen, pupils are confident that staff would sort it out quickly.

Pupils, including children in the early years, behave well. They work hard in lessons and play cooperatively with their friends at social times. However, pupils do not achieve as well as they should. This is because the curriculum is not sufficiently developed in several subjects.

Pupils enjoy many opportunities to develop as confident, young citizens. For example, leaders have supported pupils to understand the current conflict in Ukraine in an age-appropriate way. Pupils proudly support many good causes and charities.

Pupils value the range of clubs and visits on offer to them. These include trips to museums, trips to the beach and dance workshops. Pupils were keen to talk about the popular skateboarding club and their participation in sports competitions.

## **What does the school do well and what does it need to do better?**

Leaders have ensured that the curriculum is broad and balanced. In some subjects, the curriculum is well established and is understood by all staff. However, in several other subjects, curriculum development is at an early stage.

In some subjects, including reading and mathematics, leaders have ensured that the curriculum identifies the important knowledge that pupils will learn and when they will learn it. This means that pupils, including those with special educational needs and/or disabilities (SEND), learn in a logical way from the early years to Year 6. Consequently, pupils build new knowledge on what they have learned before. In these subjects, pupils achieve well.

However, in several subjects, leaders have only recently started to identify the important knowledge that pupils, and children in the early years, will learn. In these subjects, teachers do not have clarity about what to teach and when to teach it. As a result, pupils do not achieve as well as they should.

Leaders have not checked how well staff deliver many subject curriculums across the school. The COVID-19 pandemic has partly hampered this. This has led to teachers not delivering these curriculums as leaders intend. For example, pupils are not currently learning some subjects as often as leaders expect.

Teachers check how well pupils have understood learning during lessons. When required, staff work closely with pupils and provide suitable support. However, the lack of monitoring by leaders means that they do not know how well pupils are achieving in a range of subjects over time.

Leaders have improved the reading curriculum. This develops clearly, from the early years to Year 6. Pupils enjoy reading high-quality texts that encourage a love of reading. Children in the Nursery class develop their listening and attention skills effectively. This ensures that most children are ready to learn phonics as soon as they start in the Reception Year. The books pupils read allow them to practise the sounds that they know. Teachers quickly identify pupils who fall behind. These pupils receive appropriate support from staff to help them catch up. This support continues for older pupils for as long as they need it. As a result, most pupils become fluent readers.

Leaders have ensured that pupils with SEND have their needs identified in a timely way. Leaders make sure that pupils in the specially resourced provision for pupils with SEND (specially resourced provision) receive specialist support and care. Over time, many of these pupils successfully increase the time they spend with their peers in mainstream lessons.

Leaders have high expectations for pupils' behaviour, including for children in the early years. Children in the Nursery Year quickly learn to follow rules and routines. Staff manage pupils' behaviour well. Pupils across the school, including those in the specially resourced provision, listen attentively to staff.

Pupils have a secure understanding of healthy relationships. They learn about the importance of respecting people from different faiths and cultures. Pupils, including those with SEND, strive to be elected to the school council. Those elected work closely with leaders to improve many aspects of the school. These have included the promotion of recycling and an improvement to playtimes.

Leaders and governors understand the school's priorities for improvement. Governors provide suitable support and challenge to school leaders. Leaders and governors are mindful of staff's workload. They support staff's and pupils' well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that pupils learn how to stay safe. Pupils know how to work or play safely online. They learn how to stay safe near roads and railway lines. Staff receive regular safeguarding training. This helps staff to be alert to any signs that pupils may be at risk from harm.

Leaders keep a close eye on the attendance of pupils, including those who are disadvantaged. They raise concerns with other agencies when needed. This helps to ensure pupils' safety when they are not in school.

Pupils, including those in the specially resourced provision, build supportive relationships with staff. This gives them the confidence to raise concerns if they need to. Leaders ensure that pupils and their families get the help that they need when required.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subject curriculums, the important knowledge that children and pupils should learn is not made clear. This means that children and pupils, including those with SEND, do not build their knowledge securely on what they already know and can do. Leaders should ensure that all subject curriculums identify the important knowledge that children and pupils should learn, from the early years to Year 6.
- Leaders have not checked how effectively staff deliver the curriculum. Teachers therefore do not deliver some subject curriculums as leaders intend. Subject leaders should be suitably equipped to monitor the implementation of their curriculums. This will enable senior leaders to know how well pupils are achieving and to know that pupils learn the curriculums as intended.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

|  |  |
|--|--|
| <b>Unique reference number</b>             | 105467   |
| <b>Local authority</b>                     | Manchester   |
| <b>Inspection number</b>                   | 10200820   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 432  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Chris Pyle   |
| <b>Headteacher</b>                         | Kevin Corteen  |
| <b>Website</b>                             | <a href="http://www.broadoak.manchester.sch.uk">www.broadoak.manchester.sch.uk</a> |
| <b>Date of previous inspection</b>         | 26 April 2018, under section 8 of the Education Act 2005                           |

## Information about this school

- There have been significant changes to staffing and governance at the school since the previous inspection.
- The school hosts specially resourced provision, on behalf of the local authority, for up to seven pupils. These pupils have social, emotional and mental health needs. All of these pupils have an education, health and care plan.
- The governing body is responsible for before-school provision at the school.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these subjects: early reading, mathematics, physical education, science and French. They met with subject leaders, visited

lessons, reviewed pupils' work and spoke to teachers and pupils. The lead inspector also listened to pupils reading.

- Inspectors also considered other subjects, including history, music, computing and religious education. They met with leaders, reviewed pupils' work and evaluated curriculum plans.
- Inspectors scrutinised a range of documentation. They spoke to the headteacher and other leaders throughout the inspection.
- The lead inspector met with five governors, including the chair of the governing body. He spoke on the telephone to representatives of the local authority.
- The lead inspector held meetings with the staff responsible for safeguarding and checked the single central record. Inspectors considered leaders' safeguarding processes and procedures. Inspectors observed pupils during playtimes, at lunchtimes and at the breakfast club. Inspectors discussed safeguarding with pupils.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to the staff and pupil surveys.

### **Inspection team**

|                               |                         |
|-------------------------------|-------------------------|
| Adam Sproston, lead inspector | Her Majesty's Inspector |
| Caroline Prince               | Ofsted Inspector        |
| Gaynor Rennie                 | Ofsted Inspector        |
| Jonathan Keay                 | Her Majesty's Inspector |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022