

# Broadoak School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 106363            |
| <b>Local authority</b>         | Trafford          |
| <b>Inspection number</b>       | 377391            |
| <b>Inspection dates</b>        | 2–3 November 2011 |
| <b>Reporting inspector</b>     | John Coleman HMI  |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| <b>Type of school</b>                      | Secondary  |
| <b>School category</b>                     | Foundation   |
| <b>Age range of pupils</b>                 | 11–16  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 356  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Brian Rigby MBE  |
| <b>Headteacher</b>                         | Andrew Griffin   |
| <b>Date of previous school inspection</b>  | 18 September 2008  |
| <b>School address</b>                      | Warburton Lane<br>Partington<br>Urmston<br>Manchester<br>M31 4BU |
| <b>Telephone number</b>                    | 0161 7761977   |
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed teaching and learning in 18 lessons taught by 17 different teachers. Meetings were held with members of the governing body, senior staff and groups of students. Telephone discussions took place with the Director of the Local Authority Children's Services and representatives of two of the school's partnerships. Inspectors observed the school's work, and looked at a range of school documentation including data showing students' attainment and progress, policies, the minutes of the governing body, reports from the School Improvement Partner, safeguarding records and students' work. Questionnaires were scrutinised from a sample of students, staff and from 44 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the progress of all pupils in English and mathematics and especially the highest attaining students?
- What are the rates of students' attendance and how successful is the impact of school leaders' initiatives to improve this?
- How consistent is good-quality teaching across different subjects?
- What is the impact of leaders' strategies to provide outstanding curricular opportunities on the progress and attainment of pupils in core subjects?

## Information about the school

Broadoak is a much smaller than the average-sized secondary modern school. It is situated in a local authority which operates a policy of selective entry to secondary education. The proportion of students known to be eligible for free school meals is well above the national average. A lower than average proportion of students speaks English as an additional language. The proportion of students with special educational needs and/or disabilities is well above average, and those with a statement of special educational needs is below average.

In 2006, Broadoak School joined the West Trafford Learning Partnership in Federation with Ashton-on-Mersey secondary school. The two schools have one governing body, an executive headteacher and a business manager. There are separate headteachers for each school. Broadoak has been awarded a number of nationally recognised awards including Investors in People and Sportsmark. On the school site is a sports village providing an extensive range of facilities used by the school and local community. Broadoak is designated as a London 2012 Olympic Games training site for football. In September of this year, adjacent to the school, 'The Fuse' opened. This is a privately sponsored youth facility providing state of the art dance and drama studios, a 300 seat theatre, a local radio station, a computer centre and meeting rooms. The Fuse is used by the school for the promotion of the expressive arts curriculum and vocational studies. It is also used by businesses and the local community. The management boards of the sports village and The Fuse include members of the federated governing body and senior staff from the school.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Broadoak provides an outstanding quality of education. Inspirational leadership from senior staff and the governing body has further developed good and outstanding provision seen at the last inspection. The systematic rigour to leaders' monitoring and evaluation of the school's performance leads to precise targets for improvement and sustained excellence in the school's provision. This demonstrates the school's outstanding capacity to improve.

Many students enter Year 7 with levels of attainment which are well below those found nationally. Due to consistently good teaching and an outstanding curriculum, they make good progress to reach broadly average standards by the end of Year 11. A very wide range of excellent facilities provides extremely well for students' interests, aptitudes and abilities. In particular, vocational studies are outstandingly provided and outcomes are excellent. The school's outstanding provision for care, guidance and support results in improving rates of students' attendance, high levels of enjoyment in school activities and very positive attitudes of students to their school and the work they engage in.

Since the last inspection, standards have risen, as shown by the well above average percentage of students gaining 5A\* to C grades at GCSE or equivalent. The provisional figure for 2011 is 92%. There is a consistent improvement evident in the rate of progress being made by all students across the full range of subjects. Levels of attainment in English and mathematics are a little below average, but given the very low starting points of many students, this represents significantly good progress. All groups of students make above average progress. The highest attaining students make above average progress, but the percentage of students gaining the top A\*/A grades in GCSE examinations are below average with the notable exception of physical education which achieves above average results. In the last three years, the gap between the progress made by students known to be eligible for free school meals and the progress made by all students has closed rapidly so that there is now no difference. This improvement is mirrored for students with special educational needs and/or disabilities.

The proportion of good and outstanding teaching has improved since the last inspection as a result of extremely effective and rigorous monitoring by leaders. Teachers are supported to improve by carefully targeted training based on the outcomes of monitoring. There is whole-school commitment to improvement by all

staff. A 'can do' culture pervades all the school's work and the exemplary vision and direction of the senior leaders is tangibly seen in the responses of staff questionnaires during the inspection which show overwhelming support for leaders' plans and strategies to improve the school. There is some variation in the quality of teaching, in part brought about by several staff changes. For example, the mathematics faculty has seen an entire new teaching complement in recent months. This turnover of staff and the time needed to fully induct and embed new appointments into the school's systems explains why teaching is judged as good rather than outstanding.

Over time, students' overall attendance has been below average and the percentage of persistent absence has been above average. Due to the very good impact of leaders' strategies to improve these figures, they are now broadly similar to national expectations. The attendance officer works tirelessly to monitor attendance. Visits are made to students' homes, effective use is made of welfare officers and regular letters encourage a good attendance. Recourse to the courts to prosecute persistent offenders is taken when appropriate.

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

- Raise further, students' attainment in English and mathematics by:
  - increasing the school's GCSE grade expectations for the highest attaining students
  - sustaining the improvements in students' attendance.

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

|          |
|----------|
| <b>2</b> |
|----------|

Students say they enjoy school, feel safe and they appreciate what the staff provide for them. Relationships between staff and students are respectful and this results in good behaviour in lessons and around the school. Students' questionnaires show almost all agree that staff care for their well-being and are interested in their views. Inspectors' observations confirm this; there were many examples seen of staff stopping students in the corridors and asking about how they are getting on with their studies or in other activities such as sport. In lessons, students show good attitudes to learning and concentrate well. Students feel easily able to approach staff for help if they need it. Attendance is improving and makes an increasingly positive impact on students' ability to learn. Students gain a wide range of externally accredited qualifications and skills which equip them well for their future economic well-being. The excellent opportunities provided for sport, with high rates of participation, make an outstanding contribution to students' development of healthy lifestyles. Students learn about physical health matters through the curriculum and they are knowledgeable about the best choices to make regarding food and drink. An outstanding range of opportunities is available for students to engage in the school and local community. For example, students act as peer mentors, prefects, members of the council and some are actively involved in the management of The Fuse. It is too soon to evaluate the full impact of provision at The Fuse on students' achievements.

The outstanding curriculum ensures an excellent match to students' needs and aspirations. As a result, students show interest and enthusiasm for learning and this contributes strongly to their good progress. In lessons, students enjoy learning through practical activities and they say they make most progress when they are able to learn through 'doing.' Students gain broadly average skills and knowledge by the time they leave the school and the vast majority gain numbers of qualifications above the national norms. The development of students' spiritual, moral, social and cultural awareness is good, meaning that when combined with their academic and vocational skills, they are well prepared to enter the world of work, training or further education. The percentage of students not entering any of these pathways is reducing and is better than the national comparisons.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 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        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

The good quality of teaching is characterised by the good subject knowledge of staff, very good relationships between students and staff and consistent application of leaders' policies and expectations. The profile of teaching, as shown by school and local authority monitoring, has improved since the last inspection. Observations made by inspectors, combined with scrutiny of students' work and analysis of tracking data, support this view. Most lessons are good. There is some outstanding teaching and an equal amount which is satisfactory. The best lessons are where teachers have clear expectations for students' learning based upon prior assessment of what students already know and can do. This ensures a good level of challenge for the different abilities of students. In these lessons, teachers briskly engage students with interesting initial tasks which are quickly moved on when teachers have checked students' understanding. In satisfactory lessons, there is often too much teacher talk and too few opportunities for students to think and reflect upon their learning. Also, the teachers' expectations of the highest attaining students are not always high enough in some lessons because similar tasks are given to all students.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The outstanding curriculum provides excellent personalised and flexible options for students of different interests especially in Key Stage 4. There is a first class balance of academic and applied learning for all students. A very wide range of partnerships with external agencies enriches provision, widens choices and brings work-related experience to students’ learning. Excellent opportunities for students are provided through the federation by utilising staff’s expertise and achieving excellent economy of scale for the availability of resources. Specialist qualifications are offered in a broad range of areas. For example, a sports qualification offers dedicated teaching on careers in sport in partnership with a premiership football team situated in close proximity to the school. Sport, science, health and social care, construction, retail, salon studies and motor vehicle technology are all provided at Broadoak with external courses available in media and hairdressing. Opportunities for students to complete GCSE examinations early, in Year 10, are in place.

Well-targeted support is provided for all students. A vulnerable children’s team including a head of behaviour, director of learning, pupil support managers, pastoral secretary, attendance officer and special educational needs leader, all ensure that students are quickly identified if they need additional support. Excellent use is made of external agencies including psychological support, youth offending team and mental and emotional health services. The school nurse and councillors are available daily and the school works closely with families and students to support learning, development and well-being. Post 16 progression is aided by the Connexions officer who meets with all students with special educational needs and/or disabilities in Year 10. Staff are trained in the techniques to support students with medical conditions. Communication between staff is excellent and this ensures a prompt response to supporting students’ needs.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

The headteacher and executive headteacher set extremely high expectations for their own performance and for everyone who works or studies in the school. They lead by personal example. Together, they enthuse and inspire staff, students and the local community. They build highly effective staff teams who unequivocally share their vision for school improvement and students’ success and well-being. Management systems run extremely smoothly and ensure the day-to-day organisation and function of the school is first class. Staff expertise is used very productively to the maximum benefit of all students in the federation. Professional development is outstanding and staff questionnaires returned to inspectors show overwhelming support for leaders.

The governing body provides exemplary strategic management. Led by a very knowledgeable and experienced chair it is both supportive of, and challenging to,

school leaders. The quality of reports received by the governing body is exceptionally good. Leaders provide termly evaluations of the school's progress to improve provision and outcomes for students. In harmony with senior leaders, the governing body successfully develops provision and facilities in the school and wider community which impact strongly on the range of opportunities provided for students. Safeguarding procedures are very effective. Good arrangements are in place to undertake risk assessments to keep students, staff and visitors free from harm. Training is up to date and goes beyond what is required statutorily. There is good promotion of equal opportunities as evidenced by the successful closing of the gap for notable student groups. Community cohesion is good due to effective policies and reviews of plans which take into account the specific needs of students in the school.

*These are the grades for the leadership and management*

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

## Views of parents and carers

A very small proportion of parents and carers responded to the inspection questionnaires. The returns are overwhelmingly positive about the school's performance. A few written comments were received which praised in particular the respectful way in which the school staff relate to and care for students.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadoak 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 27             | 61 | 14    | 32 | 2        | 5 | 0                 | 0 |
| The school keeps my child safe  | 25             | 57 | 19    | 43 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 21             | 48 | 22    | 50 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school   | 24             | 55 | 19    | 43 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school   | 25             | 57 | 19    | 43 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 23             | 52 | 19    | 43 | 2        | 5 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 19             | 43 | 24    | 55 | 1        | 2 | 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) | 24             | 55 | 19    | 43 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 22             | 50 | 21    | 48 | 1        | 2 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 24             | 55 | 20    | 45 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 19             | 43 | 23    | 52 | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively   | 25             | 57 | 18    | 41 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 30             | 68 | 14    | 32 | 0        | 0 | 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 all 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| 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.**



4 November 2011

Dear Students

### **Inspection of Broadoak School, Manchester, M31 4BU**

Thank you for welcoming the inspection team into your school when we visited you recently. We thoroughly enjoyed our time with you and would like to share with you what we found out about your school. We judged that Broadoak school is outstanding. These are the main reasons why we judged the school to be outstanding.

- The governing body, executive headteacher, headteacher and all school leaders are exceptional in the way they improve your school.
- The school provides you with an outstanding curriculum which you enjoy and this meets your needs extremely well.
- Leaders make sure that every care is made to look after your well-being and to support and guide you in the very best way.
- You behave well and make good progress in learning the skills and knowledge you will need in the future.
- You reach broadly average standards in your work and gain a suitable number of qualifications by the end of Year 11.

All schools need to develop and improve. We have asked that the level of attainment you reach in English and mathematics is improved.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely

John Coleman  
Her Majesty's Inspector

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