



Broadoak High School

Inspection Report

Unique Reference Number 106363
LEA Trafford
Inspection number 277541
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mrs Jane Austin HMI

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

Type of school	Secondary	School address	Warburton Lane
School category	Community		Partington
Age range of pupils	11 to 16		Urmston, Manchester M31 4BU
Gender of pupils	Mixed	Telephone number	0161 776 1977
Number on roll	453	Fax number	0161 775 4559
Appropriate authority	The governing body	Chair of governors	Mr Steven Dennett
Date of previous inspection	9 October 2000	Headteacher	Mr Tarun Kapur

Age group 11 to 16	Inspection dates 11 January 2006 - 12 January 2006	Inspection number 277541
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors accompanied by two additional inspectors.

Description of the school

Broadoak is a mixed secondary modern school, serving the community of Partington, Trafford. With 453 pupils aged 11 to 16 years on roll, the school is much smaller than average. The range of pupils' attainment on entry is restricted by the local authority's policy of selection. Although the proportion of pupils with learning difficulties and/or disabilities is broadly average, the percentage with statements of special educational need is above average. Very few pupils come from minority ethnic backgrounds and only a very small number speak English as an additional language. There are high levels of deprivation in the area, and the proportion of pupils eligible for free school meals is well above the national average.

From September 2005, the school entered into a partnership with Ashton on Mersey School, sharing an executive headteacher and joint management committee. The latter works alongside the school's governing body.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Broadoak School is providing a satisfactory education for its pupils. When pupils join the school their attainment is well below average. They make satisfactory progress overall: girls make better progress than boys.

Under the dynamic leadership of the executive headteacher, supported by the associate headteacher, Broadoak has recently sharpened its focus on raising standards. Expectations, both regarding work and behaviour, have been articulated and raised clearly. Pupils recognise and generally welcome this. They are proud of their new uniform which, for them, represents the school's new rigorous approach. However, not all are reaching the high standards expected. Behaviour and attitudes to learning are satisfactory but many pupils do not approach learning with enthusiasm or expect to enjoy it. Whilst teaching is satisfactory overall, too few lessons actively involve pupils in their own learning. However, the new and varied vocational curriculum courses for pupils aged 14 to 16 years are well matched to their needs, proving popular and increasing motivation. Pupils are well supported and staff make a great deal of effort to identify obstacles to learning and to provide help to overcome them.

The school has made satisfactory progress since the last inspection, much of this recently. The new senior leaders have led rapid improvements in many of the areas identified and so demonstrated that the school has a good capacity to improve.

What the school should do to improve further

- Raise standards throughout the school.
- Improve the quality of teaching and learning with particular emphasis on the rigorous and systematic teaching of the basic skills in English, mathematics and information and communication technology (ICT).
- Enable pupils to develop positive attitudes to learning by providing more opportunities for them to be active and creative.
- Continue to improve attendance and punctuality.

Achievement and standards

Grade: 3

Standards and progress are satisfactory. Pupils enter the school with attainment that is well below national averages. In the time they spend at the school all groups of pupils, including those with learning difficulties and/or disabilities, make satisfactory progress. Attainment by the end of Year 9 is below national levels. However, in 2005 there was a significant improvement in the standards reached in the national tests when compared to 2004. Although attainment in English and mathematics remains significantly below national levels, attainment in science is now in line with the national average.

By the end of Key Stage 4 attainment is significantly below national averages. In 2005, the proportion of pupils who achieved 5 or more A* to C grades at general certificate

of secondary education (GCSE) improved markedly from 22% to 34%. Pupils performed particularly well in the creative and expressive arts. The attainment in core subjects was significantly below national levels for both girls and boys, although girls outperformed boys, in particular in English.

The school has introduced a robust system for tracking pupils' performance and highlighting unsatisfactory progress. Individual targets are set for pupils, which are based on a thorough analysis of assessment information. This initiative is at an early stage of implementation and there has not been time for it to have an impact on standards.

Personal development and well-being

Grade: 3

The school judges this aspect to be good, but inspectors judge it as satisfactory.

The pupils enjoy the good range of opportunities for personal achievement, which their teachers and support staff encourage them to take. They enthuse about the wide range of sporting activities. They value their opportunities to contribute to the wider community such as working with younger children in primary schools, recycling waste, or advising a local housing association on the viewpoints of young people. In addition, they enjoy making effective contributions to their school community through their involvement on the healthy eating committee or the school council. Older pupils contributed their ideas about the new courses they would like at Key Stage 4. Pupils carry out these tasks with a good sense of responsibility.

Attendance is below average and punctuality is unsatisfactory. Recent action has led to an improvement in attendance, but the school is rightly revising its systems to improve it further. Overall, behaviour is satisfactory and improving as a result of higher expectations. Comments from pupils and some parents note this improvement. Even so, behaviour is unsatisfactory in some lessons and attitudes to learning are not consistently positive.

Overall, the pupils' spiritual, moral, social and cultural development is satisfactory. Social development is good, enhanced by the wide range of community activities. Cultural development is satisfactory: some pupils think they could learn more about the different backgrounds of people in this country. The pupils behave with a responsible sense of safety and consideration as they move around the school. Their involvement in sporting activities reflects a positive approach to a healthy lifestyle, although their choice of food at lunch time does not always match this, despite the availability of healthy items. The pupils are developing a good level of workplace skills such as teamworking, but their skills in literacy, numeracy and ICT require improvement.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Much of the teaching is satisfactory or good, a small amount is outstanding and some of it is inadequate. The best lessons are meticulously planned; pupils are encouraged to contribute, to be respectful of each other and so to be able to discuss important and sensitive subjects in an open and intelligent manner. Learning objectives are usually stated clearly and are shared with pupils. A number of lessons follow a similar pattern, having a starter, development of the main theme and a final summing up, or plenary. Pupils value this, because they know what to expect. In some of the better lessons, teachers use plenaries to good effect to reinforce learning. Interactive whiteboards are used effectively by a number of teachers. This helps them to communicate all the more clearly and often helps them to maintain a good pace in lessons. In inadequate lessons, the pace is too slow, there is lack of clarity about learning outcomes and pupils behave inappropriately.

The Review Day is valuable for pupils, and their parents, in setting out targets to aim for and giving encouragement to do as well as possible. Nevertheless, it remains the case that a number of pupils are unclear about what they actually need to do if they are to make progress. The quality of marking is variable. In some instances it helps pupils to understand how well they have done and how to improve. However, too much is superficial and unhelpful. The teaching of basic skills in literacy, numeracy and the use of ICT is not consistent across all subjects. A minority of pupils, particularly in Year 11, have poor study skills and rely too heavily upon their teachers.

Curriculum and other activities

Grade: 2

The school is accurate in evaluating the curriculum as good. In Years 7 to 9 a broad and balanced curriculum is provided. A recent thorough revision has ensured that all pupils in Years 10 and 11 are given equal access to the curriculum and that what is available is particularly well matched to their needs. In addition to standard GCSE courses, pupils are able to study a wide variety of vocational options, many in conjunction with local colleges. The school goes to a great deal of care to find out what each pupil wants and then to ensure the course is closely matched to their needs. Other initiatives, such as Aim Higher, monitor the progress of a group of pupils and provide them with individual help when they need it. The provision for pupils with learning difficulties and/or disabilities is good. The school has identified some of its gifted and talented pupils but recognises that more needs to be done to enable them to fulfil their potential. The school offers a wide range of extra-curricular activities.

Care, guidance and support

Grade: 2

The systems for maintaining the pupils' safety during school activities are good. The school has clear child protection procedures which it keeps under review. Pupils generally feel secure and appreciate the effectiveness of the school's anti-bullying procedures. There are close contacts with primary schools but the school is rightly planning to extend these to help Year 7 pupils make more rapid academic progress. The arrangements for identifying and supporting vulnerable pupils and those with learning difficulties and/or disabilities are good. Good contact with outside organisations and the work of the school counsellor enhance the provision for these pupils. Learning mentors provide good individual support for pupils' work. The monitoring of the overall progress of the very small number of pupils whose first language is not English requires more thoroughness. Careers guidance is highly effective and pupils benefit from the involvement of many outside organisations. The school has recently introduced improved assessment procedures to track the pupils' progress and to help them understand how to achieve their targets. However, at this relatively early stage of the initiative there are still pupils who are not precise about their targets or about what they must do to improve.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory overall. The new vision for the school, a feature of the recently established partnership arrangement, is one of high aspirations for all aspects of pupils' education. It is articulated clearly and vigorously by the executive headteacher who is providing a powerful, enthusiastic lead in working towards it. In a short period, he has gained the commitment of staff both to the school's goals and to the developments required to achieve these. These are underpinned by the associate headteacher's realistic assessment of the school's priorities, from which a keen focus on improving teaching and learning has been established. This is well supported by a programme of monitoring and evaluation leading to appropriate training. The contribution of middle leaders to this quality assurance process is at an early stage of implementation. The changing nature of their roles is understood and planned for, but not fully developed.

The governing body and joint committee are committed to the school and have worked hard, with effective support from the local authority, to establish the West Trafford Learning Partnership. They have a clear understanding of their particular roles and responsibilities and sound plans to streamline the operation of both boards. Governors are well informed about the school and provide a suitable level of challenge to senior leaders. The school's financial planning is soundly linked to its priorities. The school gives satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for contributing to the recent inspection of your school. We enjoyed visiting lessons and talking with many of you and with the staff. This is a summary of the main findings which I hope you will find interesting.

- The school provides you with a satisfactory education. Your headteachers know what the school does well and how to improve it further.
- Although examination results improved in 2005 and you make satisfactory progress at school, standards are still well below the national average.
- Not all of you know how well you are doing or what you need to do to improve further.
- You like lessons where you are involved in what is going on. Not all of you are good at listening and in some lessons some of you misbehave and disrupt the progress of the class.
- You have a good choice of courses at Key Stage 4, including GCSEs and vocational courses.
- The school provides lots of interesting activities outside lessons, especially sporting ones, which you enjoy.
- The school cares for you very well. You feel safe at school and are encouraged to lead healthy lifestyles.
- Some of you do not attend school as regularly as you should and too many of you arrive late.

What we are asking your school to do now is:

- raise standards especially in English, mathematics and ICT
- help you to be more positive about learning by planning more active and creative tasks in lessons
- improve attendance and punctuality

You have a vital part to play in this by working hard, approaching learning enthusiastically, and coming to school every day and on time. We wish you every success in the future.