

# Broadoak School

## Inspection report

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<b>Unique Reference Number</b>	106363
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	324382
<b>Inspection date</b>	18 September 2008
<b>Reporting inspector</b>	Janet Palmer 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 on roll</b>	
School (total)	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Brian Rigby
<b>Headteacher</b>	Mr Andy Griffin
<b>Date of previous school inspection</b>	11 January 2006
<b>School address</b>	Warburton Lane Partington Urmston Manchester Lancashire M31 4BU
<b>Telephone number</b>	0161 776 1977
<b>Fax number</b>	0161 775 4559

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspection focused on the overall effectiveness of the school and investigated the following issues: achievement and standards; teaching and learning; and the personal development and well-being of students. This was done by scrutinising the school's documentation and other published assessment data; observing lessons; interviewing pupils, staff, the chair of governors, the executive headteacher and headteacher; and by analysing questionnaires completed by parents.

Other aspects of the school's work were not investigated in detail, but the HMI found good evidence to suggest that the school's own evaluations were justified, and these have been included where appropriate in this report.

## Description of the school

Broadoak is a much smaller than average secondary school, serving an area of social and economic disadvantage. The percentage of students eligible for free school meals is much higher than the national average, as is the proportion with learning difficulties and/or disabilities. The great majority of students are of White British heritage. Of the very few who come from minority ethnic backgrounds, only a small number are at the early stages of learning English. The range of students' attainment on entry is restricted by the local authority's policy of selection.

The school is part of the West Trafford Learning Partnership and was federated with Ashton-on-Mersey School in 2006. The schools share an executive headteacher, director of finance and governing body; some courses and facilities are open to students in both schools. Broadoak was designated a specialist sports college in 2006 and has the Healthy Schools and Sportsmark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Broadoak is a good school with outstanding features. The exceptional leadership of the executive headteacher, headteacher and senior team is a significant factor in its success. They share their robust 'can do' approach with the whole school, parents and the local community, providing a sense of common purpose. Together with an experienced and insightful governing body, the leadership team has made rapid improvements and standards have risen. Most significantly the school has utilised the opportunities brought about by the federation to improve provision, prospects and outcomes for students in this small school. There are now excellent curricular and extra-curricular options which contribute to students' good progress and good personal development. The care, guidance and support students receive are outstanding and add significantly to their enjoyment of school and general well-being.

Students enter the school with standards below the national average. Given their starting points, they make good progress and attain standards broadly in line with the national average by the time they leave. At Key Stage 3 there has been an improving trend in students' performance in English, mathematics and science. Students underachieved in English in 2007, but the provisional national test results for 2008 indicate that standards have risen considerably and students are now making satisfactory progress. This satisfactory progress at Key Stage 3 becomes good by the end of Key Stage 4 where the percentage of students gaining five or more A\* to C grades at GCSE has risen year-on-year from 34% in 2005 to 67% in 2008. The proportion gaining at least five good GCSE passes including English and mathematics has also improved from 16% in 2005 to 36% in provisional 2008 results, representing good progress. Vulnerable students, such as those with learning difficulties and/or disabilities and looked after children, also make good progress. This is due to the very wide range of curriculum options designed to meet their individual needs and the high levels of care and support they receive from a dedicated learning support team.

Students' personal development and well-being are good. They have good moral and social awareness, evidenced by their generally good behaviour in lessons and around the school. However, their spiritual development and cultural awareness is no better than satisfactory. Students do not routinely reflect on spiritual and cultural issues during form time or assembly and they have few cultural links with young people beyond their own community. Students say they enjoy school. They particularly support the school's new behaviour policy which they say has resulted in improvements to behaviour and attendance and has reduced incidents of bullying. They reported that bullying is now rare and, when it does occur, is effectively dealt with by the school. Extensive efforts on the part of the school to improve attendance have resulted in a significant rise since 2005: nonetheless, levels remain below the national average. The very effective and consistent use of the behaviour policy, together with the contributions of the newly appointed pupil support managers, has also resulted in a 24.5% reduction in the numbers of exclusions in the past year.

The specialist sports status and Healthy Schools award have contributed to students' understanding and adoption of healthy lifestyles, particularly in relation to sport and fitness. Further to the three periods per week of physical education, the great majority of students attend sporting activities after school, taking full advantage of the excellent facilities in the 'sports village'. Students make a positive contribution through community volunteering and by taking sports leadership roles in local primary schools. Their workplace skills are well developed by the extensive range of work-related and enterprise learning on offer. Effective

links with a range of business partners facilitates good work experience and careers guidance opportunities.

The inspector agreed with the school's assessment that the quality of teaching and learning is good. Teachers plan their lessons with attention to the needs of individual students, providing a good range of interesting activities. In turn, students engage well in learning. For example, in a Year 9 science lesson the whole class cooperated very well to produce a timeline showing the development of the periodic table. Students show pride in the presentation of their work and are developing their communication skills and confidence by making oral presentations and by responding to teachers' skilful questioning. Senior and middle leaders have an accurate view of the quality of lessons because the monitoring and evaluation of provision across the school is very thorough. The regular programme of lesson observations is well linked to targeted professional development to improve classroom practice. Students' work is marked thoroughly; useful and encouraging comments help them to understand what they need to do to improve. Teachers use information and communication technology (ICT) effectively to add pace and interest to the lessons. The school has invested well in ICT, however, students expressed concern about the lack of access to computers to do their homework; current library facilities are unsatisfactory.

The school uses the opportunities afforded by the federation and other education and business partnerships to provide an outstanding curriculum. It is well designed to meet the interests and aspirations of all students, ensuring inclusiveness for those with learning difficulties and/or disabilities as well as for the gifted and talented. There are a wide range of accredited academic and vocational options at Key Stage 4. Students' individual needs are carefully ascertained and every effort is made to build on prior attainment and offer challenge. Students enjoy the opportunities provided by the on-site vocational suite to study accredited courses in plastering and brickwork, motor vehicle maintenance and salon studies as well as the new diploma in construction. Their personal, social and economic skills are developed through the Certificate of Personal Effectiveness (COPE) and the RESPECT curriculum. Some students attend a local college of further education whilst others pursue extended work placements or an alternative curriculum. University links, summer schools and national competitions provide challenge to the most able students.

The extra-curricular sports provision is outstanding. The all-weather football pitch, swimming pool and well equipped gymnasium are well used by students and local residents. The school carefully monitors the take up of enrichment activities and targets those who are hardest to reach with outdoor adventure and non-team activities. Subject clubs and booster classes have contributed to the raising of attainment. However, students would welcome a wider range of other non-sporting clubs, particularly at lunchtimes. Overseas visits, trips and residential add to the curriculum diet and are well funded to ensure equality of opportunity.

The school provides outstanding care, guidance and support. The interest of the individual student is at the centre of its priorities ensuring that every child truly matters. Good transition arrangements with partner primary schools and a 'primary model' class for the most vulnerable, help students in Year 7 to settle in well. A very strong feature of the school is the provision for students at risk of disaffection and exclusion who often have complex needs. The pastoral team works closely with a wide variety of outside agencies to support vulnerable students and their families. A whole school approach is taken including consideration of appropriate curriculum and timetabling, teaching and learning strategies, extra-curricular provision as well as specific guidance and support from relevant agencies. Teaching assistants and other adults in the school

are used well to assist with learning. Child protection policies are in place; safeguarding procedures and risk assessments are robust.

The leadership and management of the school are outstanding. The executive headteacher, headteacher and chair of governors are the driving force behind the success of the school, ably supported by a strong senior team. They have ensured that effective steps have been taken to address the issues for improvement raised at the previous inspection. Their outstanding capacity to improve is evident in the greatly enhanced provision and fabric of the school and rising standards. Partnerships with enterprises such as a premiership football club and a shopping centre have been used very effectively to enable a range of good quality provision to match students' interests and aspirations. The success of the federation which sees students at Broadoak School mixing freely with students from Ashton-on-Mersey School in lessons and around the school; the extended school provision; and the hosting of community activities on the school site, have played a strong role in promoting community cohesion within the school and its locality. However, the promotion of students' awareness of other cultures within and beyond the United Kingdom is underdeveloped. The school is well aware of its own strengths and weaknesses. Self-evaluation is critical, accurate and highly effective. As a result leaders and managers set challenging targets and show little complacency when targets are reached or exceeded. The school is providing a good education and good value for money.

### **What the school should do to improve further**

- Improve students' spiritual and cultural awareness.
- Further improve attendance.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for welcoming me to your school. I am pleased to be able to report that your school provides you with a good education with some features that are outstanding.

These were the things that I found during my visit.

- Broadoak is extremely well led by the senior team and governors.
- You make good progress during your time at the school. Your GCSE results are the best in the school's history. Well done!
- Your teachers make lessons interesting and plan them well to ensure that you all progress as well as you can. In turn, you generally behave well in class and take pride in your work.
- The care, guidance and support you receive are outstanding and contribute significantly to your progress and well-being. You told me that you enjoy school and feel safe because there is very little bullying and where it does occur it is effectively dealt with by the school.
- The school provides an excellent range of curriculum options and extra-curricular sports activities. The school's sports and vocational facilities are particularly good.
- Your attendance has improved, but too many of you still do not attend school regularly and this is affecting your chances to succeed.
- You make a positive contribution through community volunteering and sports leadership. However you need to have a better understanding of other cultures beyond Partington and in the wider world.

You are rightly proud to be members of Broadoak School. Your teachers and the staff have worked hard to bring about improvements and they want to carry on doing this. To help them, I have asked the leadership team to improve your spiritual and cultural awareness and further improve attendance. You can help them by taking a mature approach to your studies and by attending regularly.

I wish you all the best for the future.