

# Boarshaw Community Primary School

Stanycliffe Lane, Middleton, Manchester, M24 2PB

## Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Achievement requires improvement because pupils do not progress at an evenly good rate between Year 3 and Year 6.
- There are too few pupils making consistently good progress, especially in mathematics.
- The quality of teaching over the last few years has required improvement. It has not been good enough to enable pupils to achieve consistently well.
- Work and activities provided for pupils are, on occasions, too easy for some and for others too difficult.
- Teachers do not always check that pupils follow the good advice that they provide in their written comments, or complete their corrections.
- Not all teachers expect well-presented work from pupils.
- Some pupils become inattentive and restless in some lessons.
- Leadership and management require improvement because the system for keeping track of pupils' progress does not readily identify how well different groups of pupils are doing as they move up through the school.
- Targets set for the school and for teachers are not always ambitious enough to help pupils make good progress.
- School leaders have not considered how the impact of the primary school sports funding will be maintained.

### The school has the following strengths

- Actions by school leaders have led to the quality of teaching improving, and this is now beginning to raise pupils' achievement.
- Teaching and learning is good in the Early Years Foundation Stage. The teaching of letters and the sounds they make is good in Key Stage 1.
- Pupils feel safe and are kept safe in school.
- Pupils' attendance rate is improving.
- School leaders, including governors, know what needs to be done to move the school forward.
- The curriculum provides exciting learning experiences that pupils enjoy.
- The staff are now a united team, determined to bring about the improvements that will secure at least good standards.

## Information about this inspection

- The inspectors observed 14 parts of lessons including one taken by an external sports coach, sessions taken by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, school staff, members of the governing body and a representative of the local authority. Informal conversations between the inspector and parents took place at the start of the school day.
- There were too few responses to the on-line questionnaire (Parent View) to consider for this report.
- A range of documents were considered by inspectors, including the school’s analysis of how well it is doing, the school development plan, information about pupils’ progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance and safeguarding. Inspectors also examined work in pupils’ books.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Jeremy Barnes

Additional Inspector

## Full report

### Information about this school

- Boarshaw Community Primary is currently a similar size to most primary schools. However, it is in the process of moving from a one to a two-form entry school.
- Approximately half of the pupils are known to be eligible for the pupil premium. The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children who are looked after by the local authority.
- Most pupils are from a White British heritage and speak English as their first language.
- The proportion of pupils supported through school action is similar to the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational need is slightly above average.
- Three new teachers have been appointed since the last inspection and two teachers have left the school.
- There are a high proportion of pupils who start and leave the school at times other than those expected.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve teaching so that it is all good or better in order to speed up pupils' progress between Year 3 and Year 6, especially in mathematics, by teachers always making sure that they:
  - make use of what they know about pupils from all assessments available to them so that the tasks that they set and their introductions are neither too easy nor too hard to help pupils, including the most able and those with special educational needs, to make rapid progress.
  - provide lessons that make pupils think hard and behave well
  - insist on the good presentation of pupils' work to help them avoid making errors with their calculations
  - check that pupils complete their corrections following teachers' marking of their work so that they understand what they have done wrong and how they can improve.
- Further develop leadership and management by ensuring that:
  - all targets set for the school and for teachers' performance are sufficiently challenging and measurable to give the school a clear view of how well it is doing
  - the progress of all groups of pupils is closely checked so that information is readily available and can be quickly acted upon to speed up progress when necessary

A review of the primary school sports funding is undertaken to make sure that it is able to have a sustainable impact on pupils' health and well-being.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress made by pupils is uneven year on year especially at Key Stage 2.
- Progress in mathematics is especially uneven. Pupils' knowledge and skills do not build securely on what they already know. As a result, too few pupils make the nationally expected or more than expected, progress in mathematics. Compare this with reading and writing where the proportion making expected and more than expected progress is now similar to national figures.
- Test results over the past three years show that the end of Key Stage 2 results have been declining, with mathematics well below and reading and writing below national levels, up to and including 2013.
- Owing to a determined effort to improve the quality of teaching in Years 5 and 6, pupils in these two years are making good progress and are set to achieve their targets by the end of Year 6, which will bring them much closer to the national average in all subjects, including mathematics. This will go some way to halting the declining trend in standards.
- An increasing number of pupils are joining the school at times other than expected. For example, five pupils with additional needs had joined the Year 6 class that left at the end of the summer term in 2013. Pupils joining the school late can impact on overall test results, but the school has limited information on the progress made by different groups and so it is difficult for them to check how much effect this is having.
- The school provides support for disabled pupils and those with special educational needs. These pupils achieve at a level that is similar to other pupils in that their progress varies between classes and subjects.
- The most able Year 6 pupils who left the school in 2013 made good progress in writing, the progress expected in reading and well below expectations in mathematics. Although the school identifies those who are most able, it is not in a position to keep track of their progress as they move up the school and so like other pupils their progress is uneven.
- In Year 6 in 2013, pupils known to be eligible for free school meals attained two terms ahead in mathematics, one term behind in reading and two terms behind in writing, compared to their classmates. Pupils in receipt of pupil premium, including those eligible for free school meals often make more progress than the class as a whole, which indicates that gaps in attainment are closing.
- Most children start in the Nursery and Reception classes with skills and knowledge that are below and sometimes well below those typically expected for their age. They make very good progress across the Early Years Foundation Stage. Pupils are ready for Year 1 having reached levels close to those expected nationally.
- Over the past three years, test results show that pupils' attainment at the end of Year 2 has been improving year-on-year from well below average to just below national levels in reading, writing and mathematics. Currently, progress for pupils in Years 1 and 2 is good.
- The proportion of pupils reaching the expected level in the Year 1 phonics screening check (which determines how well pupils can match letters to the sounds they make) is increasing and remains well above the national average. Younger pupils enjoy reading. Older pupils value the extensive range of books provided by the school and are regularly taught to read in small groups. Pupils read at home every night, and for some, this is helping their progress.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because between Years 3 and 6 the quality of teaching in previous years has not been good enough.
- There have been improvements in teaching and learning over the current year owing to staff

changes and effective training. Improvement has been especially notable in reading and writing, and much of the teaching observed during the inspection was good.

- Teachers generally use information from the school's system which tracks pupils' progress to plan lessons at the right level. However, they do not always do so, nor do they use their own assessments from questioning and observations to adjust their planning either before or during lessons. As a result, there are lessons when work is too easy for some and too hard for others. Some of the most able pupils say that work is sometimes too easy for them and so they do not try their hardest. Those that find work too hard sometimes lose concentration and become inattentive.
- The pupils' work displayed around the school is of good quality and demonstrates that pupils have put effort into making it look attractive. However, in some classes, teachers accept work that is untidy and this can result in pupils making unnecessary mistakes in mathematics. For example, shapes are not drawn accurately and when numbers are not written in the appropriate column this sometimes leads to the wrong answer to a calculation.
- Teachers mark pupils' work regularly. However, they do not always make sure that pupils learn from their mistakes by correcting errors. Moreover, they do not always check that pupils follow the good advice given to improve their next pieces of work.
- In some lessons, teaching lacks challenge and pupils are not expected to think hard about their work and consequently, some pupils become inattentive and restless.
- The school correctly identified the need to improve the teaching of mathematics. Training to improve teachers' subject knowledge in developing pupils' number skills has been undertaken and new resources have been introduced. However, these improvements have not been in place long enough to impact fully on standards.
- Teaching assistants provide helpful support for pupils' learning when they work with small groups and individuals.
- The vibrant indoor and outdoor environment in the Early Years Foundation Stage, together with the excellent range of resources, helps spur on children's curiosity; they want to learn and get involved. Children work together well, for example, they constructed patterns on their own and then explained the sequence to their friends, who listened carefully.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of pupils requires improvement. This is because in a few lessons, some pupils do not always pay attention. As a result, they do not learn well enough.
- Pupils are polite and well mannered. The relationships between pupils and between pupils and adults are good. One pupil described teachers as 'nice', another piped up that 'nice' is not good enough, 'teachers are stupendous.'
- The school provides opportunities for pupils to develop responsible attitudes. For example, members of the pupils' forum, take pupils' questions and comments to adults, this allows pupils' views to be taken into account.
- Pupils regularly take part in money-raising activities. For example, proceeds from the science week lunch, when diners can enjoy treats such as alien fingers, will be used to buy equipment for school. Money raised at the recent coffee morning will be donated to the McMillan charity.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and they are kept safe because they are well cared for by teachers and other adults. They understand how to keep themselves safe. For example, Year 4 pupils learn to swim and Year 5 learn how to ride their bikes to school aware of possible dangers, while all pupils learn how to use the internet safely.
- Pupils have a clear understanding of the different forms of bullying and report that bullying is rare and effectively dealt with when it does happen. One pupil said, 'We don't bully because it makes us sad.'
- The school has worked effectively with parents to improve pupils' attendance, which is now in line with the national average.

## The leadership and management requires improvement

- Leadership and management require improvement because the school has not yet been able to establish sustained good teaching and learning, particularly across Key Stage 2.
- The Early Years Foundation Stage is well led and teaching supports children's learning and development very well.
- Targets set for the school and for teachers' performance are not always ambitious enough to result in at least a good level of pupils' achievement. Neither are they always measurable to allow the school leaders to check how well it is doing.
- The new system to keep track of pupils' progress does not yet allow information about all groups of pupils to be easily analysed. For example, school leaders are not able to analyse the progress of those that join the school late. Similarly, the progress of the most able pupils is not analysed. It is, therefore, difficult for leaders to intervene quickly and effectively when necessary to make sure these pupils and other groups make enough progress.
- The headteacher has been successful in developing a united staff team that share her view of how good the school can be. She has improved the quality of teaching which puts the school in a better position to improve further.
- Regular observations of lessons carried out by senior leaders provide teachers with accurate feedback on their performance. The headteacher uses the information about the quality of teaching when developing the training programme for staff, and this has had good effects on the teaching of reading and writing, and in the last year on mathematics.
- Staff who have recently been promoted to middle leadership are committed to developing their skills. However, they have not had sufficient time to do so. Senior leaders recognise this and are coaching middle leaders to enable them to become more effective in their areas of responsibility.
- The curriculum is mostly planned well and provides pupils with interesting experiences, enriched by a good range of after-school activities, exciting trips linked to class topics and end of theme celebrations, to which parents are invited.
- Pupils' spiritual, moral, social and cultural awareness is well developed through a range of activities including; visits to a mosque, working with an artist to produce high quality silk work and sampling food from other countries.
- The school has made use of the new primary school sport funding to provide additional sporting activities after school and to have all physical education lessons taught by skilled sports coaches. More pupils now take part in physical activities, and are developing new skills, for example, in football and netball. Although this is currently helping to develop healthy lifestyles and physical well-being for pupils, school leaders have not considered carefully enough how these activities will be continued once the funding ends.
- The local authority has provided helpful advice to the school's leaders in checking the quality of teaching and learning.
- **The governance of the school:**
  - Since the last inspection, the governing body has become more effective and helped to guide the school through an unsettled time. Governors are kept informed of the school's strengths and priorities through the headteacher's reports and their regular visits to school. They earnestly engage in training to further develop their skills, including the analysis of the school's performance data. This helps governors to suitably challenge and support the school. The governing body checks how pupil premium funding is spent and the impact that it has on eligible pupils. Governors have not yet encouraged the school to plan how to fill the gap in funding once the primary school sport funding ends. They effectively undertake all statutory duties, making sure that pupils and staff are safe and the budget is well managed. Governors understand the link between the quality of teaching and pupils' progress and make sure that teachers' progress through the pay scale is linked to how well pupils are performing.

## 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

<b>Unique reference number</b>	105787
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	440729

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Newton
<b>Headteacher</b>	Jackie Harland
<b>Date of previous school inspection</b>	17 March 2011
<b>Telephone number</b>	0161 653 9536
<b>Fax number</b>	0161 643 0473
<b>Email address</b>	office@boarshawprimary.co.uk

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