

Boarshaw Community Primary School

Stanycliffe Lane, Middleton, Manchester, M24 2PB

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement over time has not been consistently good.
- The proportion of pupils making more than the progress expected of them in writing and mathematics is not yet high enough.
- Although standards in writing and mathematics are improving the proportion of pupils reaching the higher standards in writing and mathematics is not yet high enough.
- Pupils' work is not always presented neatly enough.
- Work is not always challenging enough to meet the needs of pupils, particularly the most able.
- Too few opportunities are provided for pupils to practise and use their mathematics skills to solve problems.
- The targets set for teachers to improve their practice lack enough precision.

The school has the following strengths

- Children in the early years achieve well.
- From their low starting points more pupils than previously are making expected and better than expected progress.
- Standards in reading are above average.
- There is very little discernible difference in the achievement of disadvantaged pupils and other pupils in the school.
- Pupils' behaviour has improved and is now good.
- The school's work to keep pupils safe and secure is good.
- The headteacher and governing body have ensured the school has improved since the previous inspection. They have a clear understanding of the school's strengths and weaknesses.
- Leaders have put plans in place which have resulted in improved behaviour and which have ensured pupils' more rapid progress.
- Attendance has improved and is average.

Information about this inspection

- Inspectors observed 16 lessons. In addition, they made a number of short visits to lessons and listened to pupils read from Year 2, Year 4 and Year 6. They also gathered other evidence related to the quality of teaching over time.
- The inspectors observed four lessons jointly with the headteacher. They also observed the headteacher reporting back to the teachers on her findings regarding the quality of teaching, learning and pupils' achievement.
- Meetings were held with the headteacher and senior and middle leaders. Inspectors also met with three governors, including the Chair of the Governing Body.
- The inspectors took into account the 18 responses to the online questionnaire (Parent View) and the school's own canvassing of parental opinion. The inspectors also spoke with groups of parents who brought their children to school.
- Inspectors considered the views expressed in the 16 responses to the staff questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

Gillian Hunter

Additional Inspector

Full report

Information about this school

- Boarshaw is an average-sized primary school.
- Since the previous inspection, the school has formed a partnership with Parkfield Primary School, Middleton, through which it is receiving support.
- The proportion of pupils supported through school action is slightly below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are in the care of the local authority.
- Most pupils are White British and speak English as their first language.
- The proportion of pupils who join the school other than at the usual time is well above average.
- The school meets the government's current floor standards, which are 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?

- Ensure the overall quality of teaching is consistently good or better and raise pupils' attainment in writing and especially in mathematics by:
 - making sure that work is pitched at the correct level and provides real challenge, especially for the most able pupils so they make faster progress and reach a higher standard
 - improving pupils' ability to solve mathematical problems.
- Improve leadership and management by ensuring that the performance management targets set to improve teaching are more precise and contain the detail necessary for leaders to measure how effective actions have been.
- Improve the presentation of pupils' work by ensuring expectations of how pupils present their work are consistently high.

Inspection judgements

The leadership and management are good

- The headteacher, senior leaders and governors have a clear view of the school's strengths and the areas where it needs to improve further.
- The headteacher's calm but determined leadership has brought about improvements in the quality of teaching and raised pupils' achievement in reading, writing and mathematics. She has also brought about improvement in pupils' behaviour and attendance.
- The school's plans for ongoing improvement reflect ambition. Current plans are focused and sharp, identifying exactly what is to be improved.
- The school has benefited well from the support it receives from the local authority. The local authority feels that the school has made good progress since its previous inspection while acknowledging that there is still work to do. Inspectors agree with this view.
- Since the previous inspection, the school has worked in partnership with a local school, which has played an important role in bringing about improvements in leadership and management, especially middle leadership.
- The headteacher ensures the quality of teaching is checked regularly. She understands what constitutes good teaching and judges it accurately. Her feedback to teachers is clear. As a result of greater attention to monitoring all aspects of pupils' learning, the quality of teaching has improved. This has led to improvement in standards and the rates of progress in writing, mathematics and especially in reading.
- Improvements in the quality of teaching over time are evident particularly in staff's better understanding of the link between their effectiveness and pupils' achievement. However, because some of the targets teachers are set to improve their practice lack precision, it has been difficult for leaders to measure their success. As a result, improvements in teaching have not been as consistent as they might have been.
- Some middle leaders are relatively new to post but because of the good support given to them by senior leaders, they are growing into their role and responsibilities quickly.
- Assessment arrangements are developing alongside the new curriculum at a fast pace, to ensure that the school and parents are given an accurate view of the progress their children are making.
- The curriculum successfully promotes pupils' spiritual, moral, social and cultural development, preparing them well for secondary school and for the responsibilities and experiences of life in modern Britain. Pupils listen to and value the views of others. Adults in school model respectful attitudes and pupils respond well by showing respect to each other.
- The school checks that all pupils have equal opportunity to succeed. Overall, the needs of all groups of pupils are identified promptly and support is provided where most needed.
- Parents who spoke with inspectors were positive in their views of the school. They are made welcome to talk to teachers or leaders about their children's learning and personal development. They benefit from learning opportunities, such as how to read with their children. The overwhelming majority would recommend the school to other parents.
- The primary school sports funding is used well. In addition to teachers receiving coaching to develop their skills to teach a range of sporting activities, three support assistants have been trained as sports leaders. The school now enters pupils for an increasing number of competitive sporting activities against other local schools throughout Rochdale. These opportunities have increased pupils' participation and are improving their physical well-being.
- **The governance of the school:**
 - Governors have carried out a rigorous review of their work and their impact on school improvement. Because of this, the training they have undertaken and the mentoring and coaching provided by a local partner school, they now offer robust challenge and strong support to the school. Governors understand the school because they have clear areas of responsibility, which they regularly check through a programme of school visits and their links to named classes. They have robust systems to check plans for the future, the quality of teaching, the achievement of pupils and the curriculum. They understand the arrangements to check on teachers' performance and the links with Teachers Standards and pay progression. Finances are managed effectively and the changes to the school environment are having a good impact on pupils' attitudes and behaviour. They keep a close eye on the way in which the pupil premium funding and primary sports funding are spent. Governors ensure the school fulfils its statutory responsibilities for safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are courteous, friendly and welcoming to visitors. They behave well in their classrooms and around the school, including during playtime and in the dining hall. Lunchtimes are extremely pleasant experiences and the pupils enjoy chatting with friends. There is a strong emphasis on good manners throughout the school.
- Pupils enjoy school, develop good attitudes to learning and try hard. They listen attentively in class, concentrate well and take a pride in their success. They are keen to be rewarded for good behaviour, hard work and regular attendance at school.
- Pupils make a good contribution to the school community by taking on many roles and responsibilities such as prefects and librarians, growing vegetables in the school's allotment for the catering staff to cook at lunchtimes and acting as ambassadors when escorting visitors around the school.
- A few pupils who find it hard to regulate their own behaviour are well supported and show good improvement over time. This was exemplified by one pupil who said, 'I try really hard to be good in school because the teachers have done so much for me.'
- Very little lesson time is wasted on managing behaviour. However, sometimes when work is not tailored well to pupils' interests or abilities, their attention wanders. This does not, however, disrupt the learning of others.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe. They have a good awareness of how to keep themselves from harm, including when using the internet.
- Pupils are aware of the different forms of bullying and say bullying is very rare. They say that if bullying did occur they would know exactly what to do and are confident that it would be dealt with swiftly and effectively. The school's records of incidents confirm pupils' views.
- Most parents who responded to Parent View or spoke with inspectors agree that behaviour is good and feel that their children are kept safe.
- Attendance has improved dramatically in the last academic year and is now average. Improvements stem from the school's more rigorous monitoring of individual pupils' attendance, the closer working with families and a well-established rewards system.

The quality of teaching requires improvement

- Teaching requires improvement because expectations in writing, and especially in mathematics, have not been high enough nor work challenging enough to ensure that all pupils, especially the most able, consistently make or exceed the progress expected of them. Consequently, not all pupils reach those standards of which they are capable in these subjects at the end of either Key Stage 1 and Key Stage 2.
- More effective monitoring by senior leaders and the focused and unambiguous feedback they provide are, however, resulting in improvements in the quality of teaching. This is reflected in the much higher proportions of pupils who, at both Key Stages 1 and 2, achieved standards in line with and above the national average in 2014.
- Classrooms, corridors and the library are attractive and tidy with eye-catching displays of pupils' work. Highly effective 'working walls' are features in every classroom. Pupils use them well to help them understand what is expected of them, to support their learning and help them to work things out for themselves.
- All lessons are characterised by good relationships so that pupils' personal development is fostered effectively and behaviour is managed very successfully.
- There is a strong focus on extending pupils' speaking skills. In lessons, pupils frequently share ideas which enriches their vocabulary, and supports effectively their social skills in listening to others and respecting others' views.
- Reading is taught effectively. There are many planned opportunities for pupils to read, both for pleasure and to find information about the topics they study. Similarly, pupils are now provided with an interesting range of opportunities to apply their skills of punctuation and grammar to extended pieces of writing in English and topic work. This is a significant contributory factor to pupils' improving standards.

- In mathematics, the work set for pupils, especially the most able, is not always challenging enough, nor does it sufficiently require them to apply their skills to problem solving and mathematical investigational activities. This limits the opportunities of some pupils to reach those standards of which they are capable, especially the most able.
- The provision for pupils who are identified as in need of additional support due to falling behind in their learning, or with gaps in their knowledge, is a strength of teaching. Additional support is very effective because of the excellent teamwork between teachers and teaching assistants.
- Marking and feedback to pupils are good. They help pupils to know exactly what they have done well and how to improve their work as they move on to new learning. Pupils in turn make written responses to these comments and teachers often check to ensure that pupils act on the guidance given. This makes a good contribution to the eradication of errors and moves pupils' learning on.

The achievement of pupils

requires improvement

- Achievement requires improvement because the rate at which pupils make progress as they move through the school is not consistently good.
- At Key Stage 1, standards in reading, writing and mathematics improved from below average in 2013 to average in 2014. However, the proportion of pupils who reached the higher Level 3 remained well below average.
- In 2014, progress throughout Key Stage 2 was above average in reading. As a result, the standard reached by pupils in reading improved from being below average in 2013 to above average in 2014. The proportion of pupils reaching the higher Level 5 was also above average.
- The progress made by pupils throughout Key Stage 2 in writing and mathematics was less rapid. Nevertheless, standards improved from below average in 2013 to average in 2014, in both writing and mathematics. However, the proportion of pupils who reached the higher Level 5 was below average in writing and well below average in mathematics.
- Reading is a priority throughout the school. The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) indicate that standards are consistently well above average. As pupils move through the school, they develop a keen interest in reading. This was exemplified by one pupil who said, 'New books take me on journeys into new worlds.'
- Pupils' writing is helped by the emphasis that is given to reading which boosts the range of words they understand and use, and to speaking and explaining ideas in lessons. This is increasingly reflected throughout pupils' writing, enhancing the fluency and meaning of what they write.
- Pupils are proud of their achievements. However, they do not always present their work neatly, particularly their written work. Not all teachers have consistently high expectations of how pupils present their work.
- The most able pupils make rapid progress in reading; this is reflected in the much higher than average proportion of pupils who reach Level 5. In writing and mathematics they make similar progress to that of their peers. In writing, this results in the proportion of pupils reaching the higher level to be slightly below average. However, in mathematics it results in a well-below average proportion reaching this level.
- All groups of pupils, including disabled pupils, those with special educational needs, pupils from minority ethnic groups, those who speak English as an additional language and those who join the school at times other than that expected, make progress similar to that of their classmates.
- Pupil premium funding is used effectively to provide additional teaching assistants. Because of the well-targeted support, the attainment of disadvantaged pupils is similar to and sometimes above that of non-disadvantaged pupils in the school in reading, writing and mathematics. In 2014, those pupils eligible for pupil premium funding were half a term ahead of non-disadvantaged pupils in the school in writing and mathematics but half a term behind in reading. In the same year, they reached standards in line with non-disadvantaged pupils nationally in reading, writing and mathematics.

The early years provision

is good

- Children start in the early years with skills which for the overwhelming majority are below, for a few significantly below and a few above, those typical for their age.
- Children make good progress because of skilful teaching and precisely planned activities which are well matched to individual children's interests and needs. As a result, the proportion of children who reach a good level of development is above average.

- Vital to this good progress is the focus on developing children’s personal skills. Adults sensitively explain how to behave in the early years, what the routines are and gently encourage children to work and play together and to support each other. Consequently, although having only been in school a few weeks, children are happy, settle down well to routines, are eager to learn and enjoy school life. Behaviour is good.
- The quality of teaching is good in this key stage and provides a secure base for future learning throughout the rest of the school. Assessments are used well to plan future learning experiences that match children’s needs and interests. This promotes good gains in their learning.
- Much thought has gone into developing children’s language skills. Daily opportunities to talk with and listen to each other, and to discuss ideas, make a significant contribution to children’s language development.
- The indoor and outdoor spaces provide children with vibrant learning areas. Resources are easily accessible to the children and are well chosen to stimulate interest. They contribute well to children’s spiritual, moral, social and cultural development, such as in encouraging imagination in the role-play areas. Early reading, writing and mathematical skills are taught effectively. This is reflected in the good progress children make in their understanding and application of phonics.
- Good leadership of the early years ensures that children’s achievement and the quality of teaching are good. Induction is given a high priority and supportive links are established with parents from the time children first enter school. This has a positive impact on their learning and their personal, social and emotional development.

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

Unique reference number	105787
Local authority	Rochdale
Inspection number	452007

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	David Newton
Headteacher	Jackie Harland
Date of previous school inspection	5 February 2014
Telephone number	0161 653 9536
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