

# Broad Oak Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	130259
<b>Local Authority</b>	St. Helens
<b>Inspection number</b>	341013
<b>Inspection dates</b>	5–6 May 2010
<b>Reporting inspector</b>	Clare Henderson

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>	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>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr T Shields
<b>Headteacher</b>	Mrs Helen Smith
<b>Date of previous school inspection</b>	18 April 2007
<b>School address</b>	Brunswick Street Parr St Helens WA9 2JE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 19 lessons taught by 17 teachers. They held meetings with governors, staff and pupils. They observed the school's work and looked at documents relating to safeguarding, the progress and attainment of pupils, the curriculum, the school's development plan and the way in which the school evaluates its own performance. The views of parents and carers, through 88 returned inspection questionnaires, and the opinions of staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment in writing, particularly for more-able pupils and those with special educational needs and/or disabilities
- the effectiveness of teaching in ensuring that all pupils achieve their potential
- the quality of care and safeguarding, particularly for pupils whose circumstances make them vulnerable
- how successful leaders and managers are in improving pupils' achievement.

## Information about the school

This school is larger than average. The proportion of pupils known to be eligible for free school meals is high. The percentage with special educational needs and/or disabilities is above average. The majority of pupils are of White British background. A very small minority are from minority ethnic groups. A few are at an early stage of learning to speak English as an additional language. The school has gained the National Healthy Schools, Activemark and Investors in People awards.

**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?**

**2**

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

**2**

## Main findings

This good school serves its community well. An outstanding aspect is the exemplary pastoral support for pupils and their families. Pupils achieve well, not just because teaching and learning are good, but also because they are given the self-confidence to work hard and enjoy learning. Comments such as, 'The school provides lots of opportunities for parents to get involved in their child's learning,' and 'In this school my child has developed confidence and respect,' reflect the positive views about the school of most parents and carers.

Children start school with skills at low levels. They get off to a good start in the Nursery and Reception classes because a high priority is given to developing children's social skills and their ability to communicate with each other. Through Years 1 to 6, most pupils, including those with special educational needs and/or disabilities and the few at an early stage of learning English as an additional language, are actively challenged and make good progress. In recent years the close focus given to developing pupils' speaking, listening and writing skills has paid off. Their attainment is rising and is broadly average in English, mathematics and science by the time they leave Year 6. Pupils' current work confirms similar attainment and the school's own data show that rates of progress are good across the school for all groups of pupils.

Pupils' spiritual, moral, social and cultural development is good overall, although their awareness of different ways of life in the diverse society in which they live is not developed well enough. Pupils' learning is enriched immensely within the curriculum. This is because sports, music and creative arts are given high profile. A good partnership between home and school contributes to pupils' good behaviour and their enjoyment of school. However, although attendance is improving, it remains low. This is because a small minority of pupils are persistently absent.

The school has a clear picture of its strengths and areas for development and all staff are strongly committed to and involved in monitoring the school's performance. The successful action leaders have taken in raising pupils' attainment and achievement since the last inspection demonstrates the school's good capacity to continue improvement in the future. The governing body contributes effectively to ensuring that pupils are safeguarded. However, because several governors are newly appointed and gradually adapting to their roles, the governing body is somewhat limited in its ability to evaluate the school's performance rigorously.

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

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- Improve pupils' attendance, by continuing to work with parents and carers, and external agencies to reduce the number of pupils who are persistently absent.
- Extend pupils' awareness and understanding of different cultures and ways of life, by increasing the opportunities for pupils to gain first-hand experience of culturally diverse communities.
- Improve governance by providing further training for new governors in their roles and responsibilities.

**Outcomes for individuals and groups of pupils****2**

Achievement is good and, in most lessons, pupils listen attentively and enjoy their learning. They collaborate with one another, sharing ideas readily. They achieve well when teachers expect much of them and explain complicated ideas clearly. In an outstanding literacy lesson in Year 1, pupils were learning at an exceptional pace. Encouraged by their teacher's enthusiasm, clear explanations and the excellent use of searching questions, they worked diligently to sort information into fact and fiction. The school works effectively to support pupils with special educational needs and/or disabilities and those at an early stage of learning English as an additional language, by providing work which matches their skills and understanding effectively. As a result, these pupils make similarly good progress to their classmates.

Pupils develop a good understanding of safety, and behaviour is good overall. They say the few incidents of bullying which occur are quickly sorted out and that they could talk to any member of staff if they had a problem. Pupils confidently explain the value of adopting healthy lifestyles and the need for exercise, reflecting the Healthy Schools Award the school has gained. They greatly value the responsibilities they have. For instance, as school councillors, they have made a good contribution to improving facilities in the school grounds. A wide range of opportunities are made available which allow pupils' musical, artistic and sporting talents to shine as they develop new skills and become self-confident, happy young people. Pupils' literacy, numeracy, and information and communication technology skills are secure and they use these to good effect to enhance learning in lessons. The school is constantly striving to improve attendance and has had some success in reducing the number of persistently absent pupils. However, this small minority of pupils miss out on the exciting curriculum provided and on essential learning. This explains why, overall, the extent to which all pupils develop workplace skills is no better than satisfactory

*These are the grades for pupils' outcomes*

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<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.

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<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In all lessons the quality of relationships is excellent. Good learning is promoted in all subjects by pupils working independently, in pairs or in small groups. Careful thought is given to making all lesson activities interesting and challenging. As a result, pupils' engagement in learning is good and they behave well in lessons. Teachers and teaching assistants manage pupils and support their learning effectively. Pupils who need close supervision or additional help are well known and effective strategies to support them are included in lesson planning. Using assessment well, most teachers and their assistants develop a detailed picture of each pupil's progress. Occasionally, assessment information is not always used effectively. For instance, in the few lessons which are satisfactory, tasks are not matched closely enough to pupils' abilities and the rate of progress slows.

The curriculum is a well-considered response to pupils' needs. Literacy and numeracy are emphasised well and good extra support is provided for pupils who find learning more difficult than most. Pupils' learning is effectively developed through themes. These draw upon study in and around the locality which promotes good social and environmental learning. Personal, social and health education makes a good contribution to pupils' moral and social development. An excellent variety of clubs in and after school are enjoyed by many pupils.

The exceptional coordination of the care and support for pupils, especially those whose circumstances make them most vulnerable and those with special educational needs and/or disabilities, enables all pupils to achieve well. Links with parents and carers are good and they praise the weekly 'share sessions' which, as one parent says, 'help me

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with ideas to help my child learn at home'. Nevertheless, more work is needed to improve attendance for the small minority of pupils who are persistently absent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school is led effectively by the dedicated and well-respected headteacher. She is well supported by members of the senior management team who make a telling contribution to the high-quality systems in place to check pupils' progress. There is a strong sense of teamwork and pride in what has already been achieved, coupled with an evident drive for continued improvement. All staff are included in self-evaluation, performance management and improvement planning. Governors are supportive and keen to play their part in promoting improvement. They ensure that all safeguarding requirements are fully met and that pupils' safety has a high profile in all of the school's work. Governors are currently less effective in challenging the school's performance. The ethos established in the school is one of promoting equality for all. This is evident in the many aspects of support for different groups of pupils, for instance in narrowing the gap in attainment for those who are more vulnerable or for pupils who have long periods of absence. Partnerships with others are good, particularly in promoting pupils' well-being and their social and emotional development. Most parents and carers say how pleased they are with the school and how welcome they are made to feel. The quality of community cohesion is no better than satisfactory because the school provides a limited range of opportunities for pupils to learn about a range of religious, ethnic and cultural backgrounds different from their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>

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<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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children love school. This is reflected in their happy faces as they excitedly join in all the activities on offer. Children play happily together, with adults on hand to remind and encourage them to take turns as they learn to share. They can choose, in Nursery and Reception, whether to play in the well-planned and continually improving outdoor spaces or to undertake a range of opportunities for indoor play under the watchful eye of the adults, who are on hand to praise and extend children's social and communication skills. Children with special educational needs and/or disabilities are identified early, their progress is closely monitored and support is introduced when necessary. Outstanding provision is available within the nurture class for children who need additional support and care. Good relationships are fostered through home visits and the 'weekly share' sessions, during which parents and carers join their children to play and learn together. Parents and carers cherish these times as they, for example, watch their children confidently perform the teddy bears' picnic dance. Leadership is good. The manager works enthusiastically and skilfully to extend and refine the records of how children are progressing. All adults are very attentive and make sure that children are safe. The impact of good provision and teaching is that, on entry to Year 1, children's speaking, listening and social skills are much better developed, as a result of the good progress they make, despite being below those expected for their age.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of the 82 parents and carers who replied to the questionnaire say their children enjoy school, that the school keeps their children safe and that they are content with the education and care their children receive. A few felt that their views



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were not taken into account and that unacceptable behaviour was not always dealt with effectively. Evidence indicates that parents' and carers' individual concerns are responded to appropriately and that behaviour observed during the inspection was good. Inspection evidence confirms the very positive responses which most parents and carers submitted about all aspects of the school's work.

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

Ofsted invited all the registered parents and carers of pupils registered at Broad Oak Community Primary 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 425 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	53	38	43	1	1	2	2
The school keeps my child safe	50	57	35	40	3	3	0	0
The school informs me about my child's progress	44	50	41	47	3	3	0	0
My child is making enough progress at this school	33	38	53	60	1	1	0	0
The teaching is good at this school	45	51	43	49	0	0	0	0
The school helps me to support my child's learning	39	44	44	50	5	6	0	0
The school helps my child to have a healthy lifestyle	37	42	47	53	2	2	1	1
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)	33	38	54	61	1	1	0	0
The school meets my child's particular needs	36	41	48	55	2	2	1	1
The school deals effectively with unacceptable behaviour	27	31	45	51	8	9	3	3
The school takes account of my suggestions and concerns	28	32	52	59	6	7	0	0
The school is led and managed effectively	35	40	49	56	2	2	2	2
Overall, I am happy with my child's experience at this school	42	48	40	45	5	6	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



07 May 2010

Dear Pupils

Inspection of Broad Oak Community Primary School, St Helens, WA9 2JE

I would like to thank you for helping the team when we inspected your school. I especially enjoyed the children in the Nursery class perform their lovely teddy bears' picnic dance. Now I would like to share with you what the inspectors found out about your school. Yours is a good school. These are some of the best things about it.

- You have lots of fun and enjoy learning while you play in the Nursery and Reception classes.
- All adults take very good care of you and you told us that you feel safe in school.
- You are making good progress and reach average standards in English, mathematics and science by the time you leave Year 6.
- You behave well and have a good knowledge of how to lead a healthy life.

To make the school even better, I have asked your teachers to:

- work with your parents and carers to reduce the number of times some of you miss all the fun at school because you are absent so often
- give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom and the world
- help the governors to learn more about how they can help your school become outstanding.

You can all help by always trying your very best and letting teachers know if your work is too easy or too hard. Those of you who are away from school quite a lot can also help by attending more often.

Yours sincerely

Mrs Clare Henderson

Lead Inspector

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