

Inspection of a good school: Boarshaw Community Primary School

Stanycliffe Lane, Middleton, Manchester M24 2PB

Inspection dates:

12 and 13 October 2022

Outcome

Boarshaw Community Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming and friendly school where pupils feel safe, achieve well and are happy. Pupils told the inspector that they feel cared for. Staff know their pupils well. They provide a warm welcome to pupils, and children in the early years, at the school door each morning.

Leaders have high expectations for pupils' behaviour and achievement. Pupils value rewards for their positive conduct and helpful deeds. They are kind and respectful. Pupils seek to be 'Boarshaw Brilliant', reinforcing the school ethos constantly. Older pupils enjoy a wide range of opportunities to help younger pupils feel safe and secure during social times. They act as bully-busters and well-being warriors. Pupils said that adults are always there for them. Staff deal with bullying quickly and effectively if it occurs. Learning is rarely disrupted by poor behaviour.

Pupils enjoy many opportunities to explore their interests and talents outside of lessons. For example, by participating in cross-country, netball and music clubs. Pupils also take part in residential trips and visits and represent the school in sporting events. Year 6 pupils lead the school's charity and community work.

What does the school do well and what does it need to do better?

Leaders have designed an appropriately ambitious and broad curriculum that is carefully thought out to meet pupils' needs and interests. The curriculum helps pupils, and children in the early years, to develop their knowledge across the full range of subjects. This accounts for their good achievement.

In most subjects, leaders have thought carefully about the most important knowledge that pupils need to learn. This means that pupils can build on what they know and remember over time. However, in a very small number of subjects, leaders' thinking about the curriculum is less clear. This means teachers are not sure what pupils should learn and when this content should be taught.

Staff promote an enthusiasm for learning from the minute that children join the school in the Nursery Year. Teachers present information clearly. They provide regular opportunities for pupils to revisit what they have learned before. Teachers check in lessons to make sure that pupils have understood new learning. This helps to make sure that they know and remember more over time.

Teachers act quickly to provide effective support to help pupils to catch up. Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) swiftly. Skilful staff support this group of pupils well so that they can access the same curriculum as others and experience success.

Leaders have given priority to the teaching of reading. They have made sure that pupils have plenty of high-quality books to read. Pupils develop a love of reading through their visits to the attractive school library and by listening to the stories that teachers read to them.

Staff in the early years develop children's communication and listening skills effectively. Children in the Nursery Year learn rhymes and hear stories which prepare them well for learning to read. This is built on quickly in the Reception class and during key stage 1, as children and pupils build their knowledge of letters and the sounds that they represent. They develop confidence and competence by reading books that match the sounds that they have learned. Pupils at risk of falling behind are supported quickly to catch up. As a result, most pupils, including those with SEND, become confident, fluent readers.

Pupils, including children in the early years, behave well. Little learning time is lost. Pupils are keen to learn. They listen well and join in enthusiastically in lessons. Pupils conduct themselves well around school, at playtimes and in lessons.

Pupils have a respectful understanding of difference. They told the inspector that everyone should be treated fairly and equally. They are tolerant of others and keen to celebrate difference. Pupils learn to value diversity. They are well prepared for life in modern Britain. Leaders have made sure that the curriculum supports pupils' personal development well.

Governors are committed to supporting the school. However, there is currently a lack of experience in the governing body. Governors do not have all of the skills and knowledge they need to be able to ask appropriate questions about the quality of the curriculum. Staff are proud to work at the school. They feel well supported by leaders who are mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The training that staff receive enables them to recognise any changes in pupils' demeanour. Staff know the procedures to follow if they have any concerns about a pupil's welfare. Leaders work well with other agencies to ensure that vulnerable pupils and their

families receive the help and support that they need in a timely manner. Pupils are taught how to use social media safely. Pupils also know how to keep themselves safe when they are out in the local community. They know what to do if they find themselves in any situations that make them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders' curriculum thinking lacks clarity. This means that teachers are not sure what pupils should learn and when this content should be taught. Leaders should ensure that the key learning is clearly identified in each subject area.
- Governors do not have all of the skills and knowledge that they need to be able to ask appropriate questions about the quality of the curriculum. This means that, at times, they are not able to offer leaders effective challenge and support. Governors should conduct further training to become more effective in their role.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105787
Local authority	Rochdale
Inspection number	10210977
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	Katie Bartle
Headteacher	Jackie Harland
Website	www.boarshawprimary.co.uk
Date of previous inspection	12 and 13 October 2016, under section 5 of the Education Act.

Information about this school

- Governors are in the process of appointing a new chair of the governing body.
- Leaders do not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During this inspection, the inspector met with the headteacher and other leaders. He also spoke with a range of staff.
- The inspector met with governors and spoke with a representative of the local authority.
- The inspector spoke with parents and carers at the beginning of the school day.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. They also considered responses from staff to the Ofsted survey.
- There were no responses to the Ofsted pupil survey.

- The inspector examined a range of safeguarding documentation. He checked how leaders ensure that safer recruitment procedures are in place. The inspector checked records of staff's safeguarding training. He spoke with staff to check how well they understood safeguarding procedures.
- The inspector observed pupils' behaviour at playtimes, in lessons and around school. He also spoke with groups of pupils about their experiences at school.
- The inspector carried out deep dives in early reading, mathematics and science. He met with subject leaders and teachers and visited a sample of lessons. The inspector spoke with pupils and looked at examples of their work. He also observed pupils reading to trusted adults.

Inspection team

David Hampson, lead inspector

Ofsted Inspector

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