

Haslingden Broadway Primary School

Broadway, Haslingden, Rossendale, Lancashire, BB4 4EH

Inspection dates 11–12 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding leadership has moved this school forward significantly since its last inspection, so that teaching and achievement have improved. As a result, the attainment of all groups of pupils has risen and is now well above average. Pupils make rapid and sustained progress from their starting points.
- Rich, varied and imaginative experiences in the Reception class enable the youngest children to develop an early love of learning and so they make a very good start to their education.
- The relentless determination of the staff team to meet the needs of every pupil ensures that rapid progress throughout the school is maintained and all are prepared well for their move to secondary school.
- The quality of teaching is outstanding overall and never less than good. Pupils are eager to improve their knowledge and skills and speak enthusiastically about the enjoyable activities which help them to succeed
- Pupils feel very safe at school and standards of behaviour in all lessons, in the dining hall and on the playground are exemplary. Attendance is high and pupils respond well to teachers' high expectations.
- The headteacher is very well supported by the leadership team and by all class teachers who are responsible for leading subjects.
- Highly effective systems are consistently used to check on the progress of individuals and groups of pupils in all subjects. Staff use assessment information very effectively to provide additional support for pupils at risk of falling behind in their learning. Leaders are in the process of further refining their assessment systems in line with the changes to assess without using the previous National Curriculum levels.
- Governors support school leaders exceptionally well. They are a regular presence in the school and consequently they have a thorough understanding of its strengths. They ask informed questions and challenge the school so that it continues to improve.
- Parents speak highly of the school and agree that it is well led and managed. All those who responded to the Parent View questionnaire would rightly recommend the school to others.
- The curriculum is imaginative and meets the needs of all pupils. A strong emphasis is placed on pupils' spiritual, moral, social and cultural development and it is evident that all staff, leaders and governors are driven by a deep commitment underpinned by the school's motto:

'Our school is four walls containing the future.'

Information about this inspection

- Inspectors observed teaching in all classes and carried out one joint observation with the headteacher. They also listened to pupils read and looked at their exercise books.
- Discussions were held with representatives of the governing body, senior leaders, managers responsible for leading specific subjects and other staff and pupils.
- The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors examined the school’s documentation to help gain an accurate picture of its performance: safeguarding policies, the school’s evaluation of its own performance and development plan, minutes of governing body meetings, records of behaviour and displays of pupils’ work and achievements around school.
- They reviewed a wide range of information on how the school checks on the progress of the different groups of pupils.
- Inspectors took account of 67 responses by parents to the online questionnaire (Parent View) as well as the results of the most recent questionnaire sent out to parents by the school.

Inspection team

Pamela Davenport, Lead inspector

Additional Inspector

Clare Henderson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school and each class contains a single age group.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below the national average overall. However, in the 2014 Year 6 class the proportion was in line with other schools nationally.
- Children receive full-time education in the early years which is made up of one Reception class.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The headteacher is an associate adviser for the local authority supporting other schools in their development. He also takes an active role within the local cluster of headteachers and is responsible for organising training opportunities for schools across the cluster network.
- 'The Learning Tree' provides private before- and after-school provision for the pupils on the school site.

What does the school need to do to improve further?

- Adjust the effective systems for checking on pupils' progress already in place throughout the school to reflect current national changes to implement a phased removal of the previous National Curriculum levels.

Inspection judgements

The leadership and management are outstanding

- The headteacher is relentless in his drive for continuous improvement. He has a very clear idea of how successful the school can be and is single-minded in his approach to creating a culture of high expectation, enabling all pupils to achieve the best standards that they can. He has created an environment where only the best behaviour is acceptable. All leaders and staff share this great determination in driving forward improvements and applying policies and procedures consistently throughout the school to ensure that standards remain high.
- Middle leaders, including the leader of the early years, are very effective. They have very robust systems for gaining an accurate view of the school's performance. They meticulously check the achievement of pupils so that pupils needing support are quickly recognised and support provided. The impact of the support they receive is carefully measured and governors are provided with detailed information to enable them to identify value for money.
- Procedures for checking the quality of teaching are rigorous, shared by senior and middle leaders and welcomed by all staff. Areas for improvement are quickly addressed through coaching and mentoring and through training to support staff in the continuous improvement of their skills.
- Pupils are provided with a curriculum that is exciting, meets their different needs and helps them to develop their skills. The comprehensive curriculum document, available to pupils and their parents on the school's web-site, tracks the progression of skills in each subject so that there is a joint understanding of the school's high expectations. The document supports teachers' planning and their assessments of pupils in all subjects and has been shared with other schools in the local authority to support their development. School leaders are in the process of implementing a new system to measure pupils' progress following the phased removal of previous National Curriculum levels.
- The range of subjects taught and the additional opportunities provided promoted the comment, 'I don't think my mum and dad could have chosen a better school.' Year 6 pupils make their own branded cars for a school Grand Prix; Year 5 pupils plan and organise a Victorian Tea Party for senior citizens in the community. Both classes make regular visits to a partner school to meet pupils from minor ethnic groups. These rich and diverse experiences, together with the wide range of sport and music opportunities, make a strong contribution to pupils' spiritual, moral, social and cultural development and prepare pupils very effectively for life in modern Britain.
- The primary PE and sport funding is being used effectively. The subject leader for physical education is passionate about encouraging greater participation in healthy activities. The funding has been used to develop links with a local sports centre to enable all pupils and their teachers to attend weekly sessions to improve their skills. This is having a significant impact on achievement in the subject and the school is proud of its recent successes in local sporting competitions.
- The school is committed to providing equal opportunities for all pupils and discrimination will not be tolerated.
- Arrangements for safeguarding pupils and child protection procedures fully meet statutory requirements.
- The local authority gives very light touch support to this outstanding school, which is held as an example to others. The headteacher has recently joined the local authority's team of advisers in order to support the development of other schools.
- **The governance of the school:**
 - Governors are very much involved in all aspects of the school's work. They have a high level of expertise and use this to provide well informed challenge. Data on pupils' performance are reviewed and governors compare the results with those of other schools nationally. Support for senior leaders is effective and governors ask searching questions to support school improvement. Governors are a regular presence in the school and have an excellent knowledge and understanding of the quality of teaching and its impact on pupil achievement over time compared to other schools nationally. As a result, they use the pupil premium funding effectively to close the attainment gap between disadvantaged pupils and others in the school.
 - In their persistent drive for improvement they check that the management of teachers' performance is rigorous and ensure that consistently good and outstanding teaching leads to appropriate salary progression.
 - They are dedicated to working with school leaders to ensure that the school is the best it can possibly be and maintain regular communication with parents to seek their views.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Driven consistently by 'The 5Cs,' which are introduced in the early years - care, courtesy, consideration, co-operation and concentration- pupils demonstrate respect for adults and for each other and have impeccable manners. This was particularly evident in a lesson during which pupils were invited to sing their own lyrics to a specific piece of music. Pupils listened attentively to their peers and applauded their efforts with great enthusiasm.
- Behaviour in lessons, around school and on the playground is equally strong. Pupils are keen to get on with their work and say that they are very rarely distracted from learning by others. The systematic approach to behaviour management using traffic lights is applied consistently by all staff. As a result, pupils are very clear about the high expectations which the school has for their behaviour.
- Pupils take great pride in their work and are strongly motivated to do their best. Their involvement in assessing their own learning and that of their peers is central to their enthusiasm for learning.
- Pupils are proud of the many initiatives which the school council has introduced to ensure that pupil care and well-being are nurtured. The 'Friendship Stop' provides a point of contact for anyone needing a friend and helps to make sure that no-one is lonely at break times.
- High levels of attendance and punctuality supports the view that pupils love school. Parents agree that their children are happy in their learning and are well looked after.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils fully understand the different types of bullying and say that incidents of bullying are rare. Parents endorse this. A group of pupils expressed the school's view that, 'It's good to be different,' and talked about the different characteristics of people in modern Britain.
- Pupils have a deep understanding of how to keep themselves safe on the internet and talk about messages from 'Hector's World,' a video used to promote E-Safety. The messages are reinforced in displays around the school which are designed during 'Cyber-bullying Week.'
- Visitors invited into school, including fire and road safety officers, ensure that pupils are very clear about how to look after themselves and others in potentially unsafe situations.

The quality of teaching is outstanding

- Since the last inspection, school leaders have been relentless in their drive to help pupils to evaluate their own performance and learn on their own. Changes are working well throughout the school. The impact of this is that pupils now make outstanding progress.
- Routines are established extremely well. From the moment that children enter the Reception class, they follow adult instructions immediately and no learning time is wasted.
- Pupils throughout the school are fully aware of the teachers' high expectations. They talk about the 'high standard of work' and the 'challenge to do better'. Year 1 pupils were acting as history detectives and posed searching questions to help them to identify objects from the past and decide what they might be used for. They approached the task with great enthusiasm and worked very well with their partners, holding purposeful discussions in order to complete the task.
- Strong relationships and the organisation of classrooms help pupils to learn well. All staff, including learning assistants, work exceptionally hard to ensure that the environment, both around the school and in classrooms, stimulates pupils' enthusiasm for learning. Displays for English and mathematics keep pupils informed about the learning that is going on in class. Pupils refer to the prompts, which enables them to learn effectively.
- As a result of high quality training, teachers have excellent subject knowledge. They support each other and check on the quality of each other's teaching so that teaching across the school is never less than good and leads to outstanding progress over time.
- The teaching of writing is most effective. Standards in writing have improved significantly since the last inspection as a result of the regular opportunities pupils are given to share ideas with each other to improve their sentence structures. More variety in topic work has raised pupils' enthusiasm for writing and they are now using more imaginative language.
- Pupils learn rapidly in mathematics because teachers make sure all pupils are given work that gets the best out of them. Teachers and learning assistants immediately address any misconceptions and pupils are encouraged to apply their skills in different situations. In a Year 6 lesson more able pupils were given the

task of devising a set of criteria to enable them to achieve the learning outcome of the lesson. This enabled them to think more carefully about what they needed to do to be successful and prevented them from making careless errors.

- The teaching of reading is very effective. Reading is a focus in many lessons including opportunities to research for information. A wide range of texts are available for pupils. As a result, they talk eagerly about a range of favourite authors as well as the wide selection of non-fiction texts which help them to learn in all subjects.
- Any pupils at risk of falling behind in their learning are given targeted support to enable them to catch up quickly. Highly skilled learning assistants are used very effectively to support individuals and identified groups, including disadvantaged pupils.
- Pupils enjoy the wide range of exciting experiences which make learning fun. They were enthusiastic when telling inspectors about visits to the Liverpool Egyptian Museum, the Satchel Company and the annual whole-school theatre trip to the Bolton Octagon and said that they 'really help learning'.
- The school has worked exceptionally hard to improve teachers' marking in their books so that pupils know how to improve their work. Marking is thorough. In all classes, the consistent use of targets to enable pupils to identify their next steps in English and mathematics and of extra time for pupils to further challenge themselves, is having a positive impact on progress in all subjects.
- Homework is set regularly and the vast majority of parents agree that what their child receives is appropriate. One pupil said that every year homework gets harder. Tasks are designed to provide opportunities for pupils to practise their skills and share their learning with their parents.

The achievement of pupils

is outstanding

- Since the previous inspection, standards across the school have been above average overall and test results for Year 6 pupils were high in 2012 and 2013. In 2014 results for Year 6 pupils dipped to broadly average because of the lower starting points of the cohort on entry to the school. However, records show these pupils made outstanding progress. Data for the current Year 6 demonstrates that attainment is on track to be well above average in 2015. Pupils make outstanding progress, particularly in writing and are well prepared for secondary school.
- Children start the school with levels of skill and knowledge that can vary. Whilst their personal, social and emotional development is generally strong, some groups of pupils display weaknesses in reading, writing and mathematics. All make rapid progress in the early years and this is sustained throughout Key Stage 1. Standards by the end of Year 2 have been above those nationally for the past five years. School data and inspection evidence shows that more pupils in Year 2 are now working at the higher attainment levels. Pupils across Key Stage 1 are making accelerated progress because of the consistently good and sometimes outstanding teaching which they receive.
- By the end of Key Stage 2, standards overall in reading, writing and mathematics are well above average. The proportion of pupils making expected and more than expected progress in all subjects compare favourably with national figures and are particularly high in writing.
- Pupils say that the 'Bug Club' which is an on-line reading scheme with a wide range of engaging texts, has helped them to reach high standards in reading. Higher than average proportions of pupils reach the expected standard in the national check of their understanding and use of phonics (the link between letters and the sounds they make) at the end of Year 1, which provides a very good foundation for future word recognition and spelling. Throughout the school many pupils read fluently and with expression.
- In writing pupils use their secure skills in punctuation, grammar and spelling to write accurately and older pupils show confidence in structuring writing into paragraphs.
- Standards are high in mathematics and pupils are very confident when applying their skills in real situations.
- Disabled pupils and those with special educational needs make exceptional progress because their needs are fully met. Pupils at risk of falling behind are quickly identified and are given high quality support to help them to do the best they can.
- The proportion of disadvantaged pupils is too small for an analysis of national test results at the end of Year 6 to be meaningful. However, school data and inspection evidence show that these pupils make similar progress to others in school and the gap is closing between the attainment of the small number of disadvantaged pupils and their peers because funds are used effectively to provide additional resources and targeted support.
- The most able pupils told inspectors that they are constantly challenged to reach higher standards. Consequently, increasing proportions are reaching high standards in reading, writing and mathematics and

they make outstanding progress.

- Almost all parents who completed the online questionnaire (Parent View) agree that their children achieve well at this school.

The early years provision

is outstanding

- Children in the early years are given an exceptional start to their education. From their varying starting points they make outstanding progress so that by the end of their first year in school their attainment is well above average and they are very well prepared for the Year 1 curriculum.
- Communication with parents begins before children join the school. The parent and toddler group, which meets in the school hall, enhances preschool links. Two-way communication continues throughout the year and daily dialogue between school and home is encouraged. Regular training is provided for parents so that they are able to help their children at home with reading, writing and number. They are kept very well informed about the progress that their children make and what can be done to help them further.
- Behaviour in the early years is outstanding. Routines are very well established and children follow instructions very quickly, demonstrating an enthusiasm for learning from a very young age.
- Teaching is excellent. Opportunities are planned to enable children to develop high levels of curiosity and imagination and to provide them with a developing knowledge and understanding of the world. For example, outdoors children collect ice for the polar bears because, 'They like ice.' This promotes discussion about animals which like the cold. The children return on the following day to see what has happened to the ice and can recall the names of a wide range of animals.
- The teaching of phonics is particularly effective and enables children to develop early reading and writing skills rapidly, often from low starting points.
- Leadership of the early years is very strong. The Reception teacher has a secure understanding of how young children learn and ensures that all teaching caters fully for their emotional health and well-being. A highly stimulating and secure environment keeps children very safe.

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	119326
Local authority	Lancashire
Inspection number	448906

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Gary Taylor
Headteacher	Paul Stanley
Date of previous school inspection	5 October 2009
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