

Inspection of Broadstone Hall Primary School

Broadstone Hall Road South, Heaton Chapel, Stockport, Cheshire SK4 5JD

Inspection dates: 13 and 14 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Broadstone Hall is a happy and welcoming school. Pupils said that they enjoy coming to school and that they feel safe. They said that staff know them well. Pupils explained that teachers and other adults care deeply about their welfare.

Across key stages 1 and 2, and in the early years, most pupils and children are hard working. They demonstrate resilience and independence in their learning. Overall, pupils cooperate well with each other, and they respect each other's points of view.

Staff have high expectations of what pupils can and should achieve. Pupils respond with positivity to the work that their teachers prepare for them. In the main, they achieve well. Children in the early years also make the most of their time in school, learning new knowledge and skills.

Teachers expect pupils, and children in the early years, to behave well. Pupils' behaviour is consistently managed well by all staff. Pupils receive frequent recognition for their positive behaviour. They are awarded 'Always' badges, which they wear with pride.

Pupils are confident that when any rare incidents of bullying occur, adults take quick and effective action to sort them out. Pupils take on many wider leadership opportunities, for example as a member of the school council.

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

Leaders have established a broad and balanced curriculum. The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Overall, pupils achieve well across a wide range of subjects.

In the early years, the curriculum prepares children well for the demands of Year 1. Leaders have set out what children must learn in a logical order. In most subjects in key stages 1 and 2, leaders have also set out what they want pupils to learn in a coherent way. However, in one or two subjects in key stages 1 and 2, leaders are still thinking through exactly what they want pupils to know and be able to do. Occasionally, this hinders some pupils' learning.

In most subjects, teachers have secure subject knowledge and deliver subjects well. Teachers explain new learning clearly, and they deal with any misconceptions quickly and effectively. They use leaders' assessment system well to identify the next steps in pupils' learning. However, in a few subjects, teachers do not have enough ongoing support and training to develop their subject knowledge. This hinders their delivery of the curriculum in these subjects. As a result, some pupils do not always learn everything that they should.

Leaders successfully prioritise reading. The school library has been relocated to the heart of the school to highlight the importance of reading and to pique pupils'

interest. Pupils talked about the new library with enthusiasm. Children in early years enjoy stories and shared reading time. Older pupils spoke enthusiastically about the stories, poems and plays that they have read.

Children get off to a flying start with learning to read when they enter the Reception class. Leaders have made sure that teachers are well trained to teach phonics. Teachers match the books to the sounds that pupils know. Leaders and teachers make sure that children and pupils who struggle with reading receive the timely support that they need to catch up quickly with their peers.

Pupils and children in the early years enjoy their learning. They concentrate well in lessons. Learning is very rarely disrupted. Pupils who sometimes find it difficult to concentrate receive effective support from staff to help them to focus on their learning. Adults have positive relationships with pupils that are based on mutual respect. Children in the early years play together well. They take turns and share equipment with each other. Children are excited to talk about their learning with adults and their friends.

Leaders and teachers support pupils' wider personal development well, not only through the curriculum but through the wide range of extra opportunities that are on offer. These activities include football, choir, drama and art club. Leaders always make sure that clubs are welcoming to all pupils, including pupils with SEND. Pupils learn much about different faiths and cultures and different types of relationships.

Teachers quickly identify the additional needs of pupils with SEND. This includes children with SEND in the early years. Pupils with SEND receive the support they need to be successful. Teachers successfully adapt the delivery of the curriculum to meet the individual learning needs of pupils with SEND.

The new headteacher, along with governors and other leaders, knows what the school does well and what it needs to do better. Staff appreciate the support that leaders give to their workload and well-being. Parents and carers appreciate the care, guidance and support that leaders afford their children.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff are well trained to recognise the potential signs of neglect and abuse. They know the procedures to follow if they are worried about any pupil at the school.

Leaders successfully work with different agencies to ensure that all pupils and families receive the support that they need to keep them safe.

Leaders make sure that pupils learn how to keep themselves safe through the curriculum. This includes when pupils are online. Pupils have a range of appropriate strategies to help them if they are worried, including talking to a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders have not thought carefully enough about the order of the knowledge that they want pupils to learn. Consequently, some pupils do not achieve as well as they should. Leaders should make sure that they finalise their curriculum thinking in these remaining few subjects so that new knowledge is ordered in a logical way.
- In a minority of curriculum areas, teachers are not as secure in their subject knowledge as they should be. On occasions, this hinders how well pupils learn new information. Leaders should make sure that they provide teachers with the training that they require to enable them to deliver subject content more effectively.

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	106034
Local authority	Stockport
Inspection number	10226323
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	497
Appropriate authority	The governing body
Chair of governing body	Laura Thomas
Headteacher	Martyn Taylor
Website	www.broadstonehallschool.co.uk
Date of previous inspection	23 March 2017, under section 8 of the Education Act 2005

Information about this school

- There is a before- and after-school club which is led by school staff.
- Leaders do not use any alternative provision.
- A new headteacher has been appointed since the previous inspection. There are several new staff in school, including some early career teachers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders. They also met with subject leaders. Inspectors met with a range of leaders who are responsible for the school's pastoral system and the school's personal development programmes.

- The lead inspector met with a group of governors and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and music. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. Inspectors also reviewed other subjects in the curriculum. The lead inspector observed adults reading with some pupils in Years 1 to 3.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding with leaders and staff.
- Inspectors met with parents at the end of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Stuart Perkins, lead inspector	His Majesty's Inspector
Sue Eastwood	His Majesty's Inspector
Louise Smith	Ofsted Inspector

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