

Boarshaw Community Primary School

Address: Stanycliffe Lane, Middleton, Stanycliffe Lane Middleton Manchester, MANCHESTER, M24 2PB

Unique reference number (URN): 105787

Inspection report: 15 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Although the proportion of pupils meeting the expected standard at the end of key stage 2 remains below the national average, pupils generally achieve in line with their peers in similar schools. Disadvantaged pupils achieve similarly to disadvantaged pupils nationally. Despite this, leaders continue to take effective action to improve the achievement of pupils across all phases of the school.

Pupils make appropriate progress from their starting points, including those with special educational needs and/or disabilities. They recall previous learning and connect it to new knowledge securely. This prepares them well for the next stage of their education.

Pupils often join the school with significant gaps in their knowledge of reading, writing and numeracy. This includes an increasing number of pupils who join mid-year. Leaders' actions to address these challenges are effective. Consequently, pupils acquire the skills needed to access learning across the broader curriculum.

Attendance and behaviour

Expected standard 

Leaders maintain high expectations for attendance and behaviour. Pupils and parents understand these expectations clearly. Leaders are acutely aware of how absences impact pupils' education. They track attendance closely and respond to any absence patterns and trends. This includes monitoring disadvantaged pupils and those with special educational needs and/or disabilities. This rigorous approach ensures the most vulnerable pupils receive support to attend school regularly.

While recent published figures show pupils do not attend school as often as the national average, there have been noticeable recent improvements. This is particularly true for vulnerable pupils.

A positive culture permeates the school. Leaders have embedded routines successfully. This means pupils learn in a calm and purposeful environment. Pupils enjoy positive relationships with peers during social times. Leaders' detailed knowledge of families enables them to respond to pupils' needs appropriately. They work closely with external specialists to support pupils who face barriers to good behaviour. As a result, pupils learn to regulate their own behaviour using effective strategies.

Leaders ensure bullying remains rare. Pupils are confident in reporting unkind behaviour. They know adults will deal with their concerns effectively.

Curriculum and teaching

Expected standard 

Leaders maintain an accurate understanding of the quality of the curriculum and teaching. This enables them to take appropriate action to improve teaching across the school. The curriculum is ambitious and follows a logical order. Teachers choose the key learning in

each lesson carefully. Learning often reflects local themes familiar to pupils. This supports pupils to engage enthusiastically with their lessons.

Teachers deliver the curriculum effectively. They demonstrate secure subject knowledge and link new concepts to what pupils have learned before. As a result, pupils remember key knowledge over time. Teachers check pupils' understanding regularly. This enables them to refine their teaching and address any gaps promptly.

Teachers make adaptations and provide additional resources. This ensures disadvantaged pupils and those with special educational needs and/or disabilities (SEND) access the full curriculum. This helps these pupils overcome barriers and progress in line with their peers.

Leaders are aware that many pupils join with gaps in their foundational knowledge of reading, writing or mathematics. Leaders have developed an early intervention programme to address this. Trained staff deliver these sessions effectively. Leaders are determined to continuously improve this programme to close all gaps in basic literacy and numeracy.

Early years

Expected standard 

Leaders continue to monitor and refine the early years curriculum in response to children's changing needs. Leaders have identified gaps in children's basic communication. They have adapted the curriculum to meet these specific needs. Their actions have been particularly impactful for children who do not speak English as a first language. The curriculum sets out clearly what children should know and remember across all areas of learning. This enables leaders to measure children's progress accurately.

Leaders use their knowledge of children's gaps in learning to design appropriate activities. Staff use specific vocabulary and careful questioning to support learning. They check understanding regularly and reshape activities when necessary. Additional support is firmly in place for children who need it, including disadvantaged children and those with special educational needs and/or disabilities. Reading remains a priority. Children build their knowledge of phonics securely. As a result, children gain the foundational knowledge required for the demands of Year 1.

Staff possess detailed knowledge of children and their families. They support parents with a range of home-learning activities. Communication with parents is highly effective. This contributes to an overwhelmingly positive experience for families.

Inclusion

Expected standard 

Inclusion is central to leaders' work. They are relentless in ensuring pupils with special educational needs and/or disabilities (SEND) and those facing other disadvantages receive the best possible provision. The school's dedicated special educational needs unit supports pupils with the most significant needs. This ensures effective provision is in place for all pupils.

Leaders identify pupils' needs quickly and effectively. They review pupils' knowledge and skills regularly to ensure appropriate support is provided. This happens in close collaboration with parents. Leaders' support often extends to families. Leaders also ensure

teachers use effective strategies to overcome barriers in the classroom. As a result, pupils overcome their barriers swiftly, including those faced outside of school.

Leaders use pupil premium funding appropriately. They target support at the greatest areas of need. For example, nurture approaches, family support and specific interventions help pupils access the opportunities available at school. Leaders' passion for inclusion permeates across all staff. This enables vulnerable pupils to feel a positive sense of belonging.

Leaders work well with external agencies, including the local authority and children's social care. This ensures pupils receive support exactly when they need it. There are no pupils using alternative provision.

Leadership and governance

Expected standard 

Leaders hold a clear awareness of what works well and what needs further improvement. They respond to emerging challenges swiftly. For example, leaders have introduced a specialist unit to support pupils with special educational needs and/or disabilities. Leaders also identify and respond effectively to gaps in basic literacy and numeracy for newly arrived pupils. Consequently, provision across the school improves continuously.

Governors fulfil their statutory duties diligently. They possess an accurate understanding of the school's strengths and areas for development. The combined experience and expertise of the governing body enables them to challenge and support leaders effectively. Governors ensure leaders have the resources to implement plans, and they closely monitor the impact of these actions. This drives improvements in pupils' outcomes and experiences.

Leaders' collaboration with external agencies is a notable strength. They support other local schools by sharing good practice. Parents benefit immensely from the school's community feel. Leaders extend their support directly to families. For instance, they assist parents with food packs and Christmas gifts. Furthermore, leaders ensure parents requiring mental health interventions receive appropriate therapy.

Leaders have established a positive culture of continuous professional development. All training is precisely tailored to whole-school priorities. Staff morale is high. Staff feel supported by leaders and agree the school is well led. Many staff members who arrived as new teachers have remained at the school for significant periods. As a result, pupils benefit from and build solid relationships with a consistent body of staff.

Personal development and wellbeing

Expected standard 

Leaders have planned a personal development and wellbeing programme tailored to pupils' backgrounds. Pupils learn about equality, healthy relationships and personal responsibility. Leaders ensure pupils develop confidence and resilience. As a result, pupils build the social skills needed to thrive in school and wider society.

The personal development programme runs as a golden thread through all aspects of school life. Pupils gain knowledge of fundamental British values and how to keep safe online. Leaders deliberately expose pupils to different cultures, languages and religions. For example, parents visit the school to speak about key events, such as Chinese New Year,

and pupils celebrate the breadth of languages spoken in the community. Leaders adapt the personal development programme in response to local and national issues. Recently, leaders have taught pupils about the responsible use of digital devices. This ensures pupils are respectful and capable of making safe choices. They are ready for life in modern Britain.

Leaders offer a range of opportunities that enable pupils to pursue their interests. These include learning sign language, gardening and podcasting. Pupils also benefit from trips, including overnight residential experiences. These experiences broaden horizons and inspire ambitious career paths.

Leaders prioritise removing financial barriers to participation. They minimise costs for families by providing many experiences in school. Whole-school events such as pantomimes, cinema visits and themed celebration days ensure everyone can participate regardless of financial circumstance.

Staff know pupils and their families very well. This ensures leaders respond to individual needs with tailored pastoral support. Leaders have invested in specialist staff to help pupils overcome personal barriers. This ensures all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, receive the precise support needed to succeed.

What it's like to be a pupil at this school

All pupils belong at Boarshaw Primary School. They thrive in a culture of mutual respect. Pupils enjoy positive relationships with staff and have trusted adults they can approach with issues. Pupils with significant special educational needs and/or disabilities (SEND) use personalised methods to communicate their needs. All pupils know adults will respond swiftly to concerns. Consequently, pupils feel safe.

Pupils learn to show respect to others. This enables them to maintain positive relationships with peers. Pupils enjoy learning in a calm, orderly environment. They support each other in lessons and engage positively during social times. They follow established routines that prepare them for learning. Older pupils set a positive example for younger ones. Bullying, harassment and derogatory language are extremely rare. Leaders deal with any incidents effectively. This warm, inclusive culture helps pupils attend school regularly.

Pupils take part in a broad range of extra-curricular opportunities through the 'Boarshaw Primary Promise'. They experience activities that they may have limited access to outside of school. For example, they visit ballet performances, compete in local sporting competitions and attend residential trips. This helps them develop new interests. Pupils have ample opportunities to take on leadership roles. Subject-specific ambassadors, sports leaders and school prefects take ownership by supporting staff with activities.

Generally, pupils achieve well. Teachers adapt their teaching to meet the needs of all pupils. Leaders monitor the effectiveness of teaching regularly. This ensures pupils continue to make progress.

Disadvantaged pupils and those with SEND receive effective support. Leaders extend this support to families. Leaders work with external agencies to ensure specialist help is offered swiftly. These organisations include mental health, victim support and bereavement services. This holistic approach ensures all pupils continue to thrive.

Next steps

- Leaders should rigorously monitor the impact of their work on the achievement of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.
 - Leaders should continue to accelerate improvements in attendance, ensuring that overall attendance rises and persistent absence reduces, particularly for pupils facing ongoing barriers to regular attendance.
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About this inspection

The chair of the board of governors in this school is Osagie Omonjahio.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and staff. The lead inspector spoke with representatives from the local authority. He also spoke with a group of governors.

The inspectors confirmed the following information about the school:

The school includes a designated special educational needs unit for up to 24 pupils with speech, language and communication needs and autism spectrum disorder. This provision opened in September 2023.

The school currently does not make use of alternative provision.

Headteacher: Jackie Harland

Lead inspector:

Usman Kothia, His Majesty's Inspector

Team inspectors:

Jake Nicklin, Ofsted Inspector

Cole Andrew, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

446

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

446

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

42.86%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

9.42%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

19.28%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23 (final)	65%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (final)	66%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	56%	72%	Below
2022/23 (final)	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	62%	Close to average
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	59%	Close to average
2024/25 (final)	66%	59%	Close to average
2023/24 (final)	40%	58%	Below
2022/23 (final)	61%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25 (final)	75%	61%	Above
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	83%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-18 pp
2024/25 (final)	56%	69%	-13 pp
2023/24 (final)	37%	67%	-31 pp
2022/23 (final)	57%	66%	-10 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	53%	80%	-26 pp
2022/23 (final)	65%	78%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	78%	-22 pp
2024/25 (final)	66%	78%	-13 pp
2023/24 (final)	40%	78%	-38 pp
2022/23 (final)	61%	77%	-17 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	57%	79%	-23 pp
2022/23 (final)	83%	79%	3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.4%	5.2%	Above
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	20.6%	13.0%	Above
2023/24 (3 term)	21.7%	14.6%	Above
2022/23 (3 term)	22.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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