

Inspection of Broadmead Primary School

366 Sydenham Road, Croydon, Surrey CR0 2EA

Inspection dates: 24–25 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

The school has improved since the previous inspection.

Pupils feel safe and happy in the school. They trust teachers to deal with any worries they may have and to manage any unkind behaviour. Pupils know what bullying is. They said that it does not occur much, but staff deal with it well when it does happen. They understand how to stay safe in the local community and online. Children in the early years are happy, safe and stimulated.

Leaders communicate well with parents and carers. Pupils said that they feel that this helps them to behave sensibly. They like the fact that leaders also tell their parents when they have behaved well.

Pupils enjoy their lessons in a range of subjects. Leaders organise educational visits to places like museums and galleries to increase pupils' knowledge. Pupils talked a lot about achieving their personal goals, for example keeping going even when the work is hard. Pupils are motivated because they know that teachers want them to do well.

Teachers are not good enough at finding out what pupils do not know. This means that teachers do not identify pupils' misconceptions and adapt their teaching. They set work that is often too hard for pupils. Pupils do not achieve well when they do not have the prior knowledge that they need to understand new things.

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

Leaders have improved the school. They make sure that pupils learn a wide range of subjects. Regular staff training helps teaching staff to develop their skills. Leaders are considerate of staff workload.

Leaders have built up strong relationships with parents. Parents told us that they are happy with how school is now led and managed. Parents and staff commented that the new headteacher has made many improvements.

Pupils' attendance and punctuality is now much better than before. Pupils behave well and have good attitudes to learning. Pupils said that the red and green triangle awards and weekly rewards have helped with this.

Leaders and staff encourage pupils to be respectful, kind, gentle and thoughtful. Pupils study a wide range of religions. Leaders and staff teach pupils about the choices people make because of their religion. Pupils learn how to express their opinions and ideas. Pupils do this in a variety of subject lessons including philosophy. For example, pupils debated how to help people who live in poverty and were introduced to a range of moral values.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Staff are well trained to help pupils with SEND. They adapt tasks effectively.

Teachers do not ensure that pupils remember what they have learned already. Too often pupils find it hard to learn new things because they do not have the previous understanding that they need. For example, pupils in Year 5 struggle to multiply large numbers because they have not learned how to do so previously. Leaders have not made sure that pupils build their knowledge by learning and remembering what is important. Pupils' work shows that they repeat the same mistakes.

In the early years, however, teachers plan and set up purposeful activities that build on what children already know. They help all children to learn through song, play and talking. Staff are skilled at capturing and holding children's interest.

Too many pupils still leave the school at the end of Year 6 underprepared for the start of secondary school, including disadvantaged pupils. At the end of Year 2, pupils do not achieve well in reading, writing and mathematics.

Leaders encourage pupils to love reading. Children learn to read from the moment they join the school. Staff teach early reading successfully in the Reception Year. However, the teaching of reading is inconsistent in Years 1 and 2. Sometimes, staff do not make sure that pupils who find reading hard know and remember a set of phonics sounds before moving on to teach new sounds. At other times, teachers spend too long repeating the same sounds when pupils know them. Some staff are not sure which reading books are best suited for pupils who are starting to read. As a result, some pupils have reading books that they cannot read on their own.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff respond promptly when safeguarding concerns arise. They manage this well so that pupils get the right help and quickly.

Leaders teach pupils how to keep themselves safe. They also invite outside agencies to teach pupils about risks to their safety and how to keep themselves safe from harm. Pupils are made aware of local issues, such as youth crime and gang culture, and how to avoid them. Leaders make sure that pupils are encouraged to keep themselves safe when using computers. They are taught to ignore an online message from someone they do not know, to tell an adult that they trust about the message and keep it as evidence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of education is not yet good. There are gaps in pupils' knowledge, because the curriculum has not been planned and delivered effectively over time. Therefore, leaders should improve the sequencing of the curriculum for all pupils so that pupils build and remember key knowledge before they learn more

complex concepts and skills.

- The teaching of phonics is inconsistent in Years 1 and 2. Leaders should ensure that teachers check how securely pupils know previously taught phonics knowledge, provide further practice when needed and move pupils on when their knowledge is secure. Teachers should match reading books to the phonics correspondences that pupils know.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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	140840
Local authority	Croydon
Inspection number	10110361
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	Board of trustees
Chair of governing body	Donna Murray Turner
Headteacher	Sarah Hunter
Website	www.broadmead.croydon.sch.uk
Date of previous inspection	24–25 May 2017

Information about this school

- The school has been part of The Pioneer Academy multi-academy trust since 2017. It includes a nursery. There are no two-year-old children on the school roll.
- The school runs a provision, known as 'The Nest', for pupils with SEND. This provides support for up to 16 pupils with SEND who require further support to learn and behave well, or with their social and emotional development

Information about this inspection

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

- We met with the headteacher, the inclusion leader and subject leaders. We also met with the multi-academy trust's chief executive officer, the regional director and director of provision for pupils with SEND. A phone conversation was held with a representative from the local authority.
- Early reading, mathematics and geography were a focus of this inspection. We met with the leaders of these subjects, visited lessons, talked to pupils and staff, and looked at pupils' work. We also listened to pupils read.
- We reviewed documentation related to safeguarding, including records of pre-

employment checks on the suitability of staff. We spoke with staff and pupils about safeguarding.

- We spoke with parents before school and considered the 39 responses to Parent View, the online survey, and 12 written comments. We also considered the 58 responses to the pupil survey and one response to the survey for staff. We spoke with pupils and staff inside and outside of lessons.

Inspection team

Barney Geen, lead inspector	Ofsted Inspector
Keith Tysoe	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector

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