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Sarah Hunter
Headteacher
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Dear Mrs Hunter

Additional, remote monitoring inspection of Broadmead Primary School

Following my remote inspection with Adam Vincent, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in September 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- There have not been significant changes to the leadership team since the time of the previous inspection.
- During the autumn term 2020, approximately one quarter of pupils had to work from home during periods of self-isolation. Pupils in Reception and Year 1 required periods of remote education during this time.
- At the time of this inspection, most pupils were working remotely. Around half of vulnerable pupils and one third of pupils with special educational needs and/or disabilities (SEND) were attending school on site.
- Only a few staff have been absent due to COVID-19 and this has not disrupted pupils' learning.

Main findings

- Leaders and governors are taking appropriate actions to provide education in the current circumstances. Pupils can access live and recorded lessons. Teachers set and explain tasks and pupils receive feedback on their work. Pupils with SEND are given resources to support their learning. Leaders have sourced electronic devices so that all families are able to access remote education. Paper learning packs are available if required.
- At the start of the pandemic, the school's curriculum had been reviewed and the sequence of learning laid out. Pupils at home and at school are following the same lessons. All subjects are being taught. Teachers did not have to adapt subjects, except for art, music and physical education (PE). Some changes had to be made to teaching in these subjects because of the resources available in homes. Pupils on site have the benefit of sessions with a sports coach.
- At the time of the previous inspection, leaders had begun to develop the school's curriculum. In some subjects, it was at an early stage of development. The teaching of reading in Reception, Year 1 and Year 2 was not always consistent. Now the teaching of reading is given a high priority. All staff have been trained in a consistent approach and have access to ongoing support. Phonics teaching is clear and engaging and pupils have the right books to enable them to make progress with their reading.
- Leaders know exactly what is in place for vulnerable pupils, whether they are at home or at school. This has ensured that contact with families is timely and effective.
- Subject leaders are knowledgeable and enthusiastic about their subject areas. They have ensured that, in each subject, the sequence of learning is set out

clearly. Teachers make sure that pupils use vocabulary linked to the subject correctly. They explain tasks so that pupils can complete them independently.

- All pupils with SEND were offered a place on site during this period of partial school closure. Some families preferred not to take up the places offered. Teachers have made sure that they have regular contact with those families to give support and guidance if needed. The curriculum for pupils with SEND, whether at home or at school, has been carefully planned to meet their needs. Pupils learning at home have had learning packs of resources provided by the school. These have been made up for their individual needs. Small-group teaching for some pupils has carried on remotely.
- The local board of trustees has carried out a programme of activities to gather information about the school and its current situation. This has included finding out about the remote education offered. Trustees provide appropriate challenge to school leaders and are aware of the well-being and workload of both leaders and other staff.
- The school is part of The Pioneer Academy multi-academy trust. Leaders explained that support provided by the trust has contributed to the developments they have made with the curriculum. They also said that the trust's support has had a positive impact on SEND provision and practice in the school. Specialist teachers employed by the trust bring a wide range of skills to the teaching of music, Spanish, art and PE.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher, subject leaders, the special educational needs coordinator, representatives of the board of trustees, the chief executive of the multi-academy trust, pupils and staff. We discussed leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also viewed recorded lessons, minutes of trustee meetings and samples of pupils' work. They listened to pupils read and looked at the results of staff and parent questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of The Pioneer Academy multi-academy trust, the regional schools commissioner and the director of children's services for Croydon. This letter will be published on the Ofsted website.

Yours sincerely

Bryony Freeman
Her Majesty's Inspector