

# Inspection of school: Broomfield Community Primary School

Ploughmans Lea, East Goscote, Leicester, Leicestershire, LE7 3ZQ

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Inspection dates:

22–23 June 2021

## **Outcome**

Broomfield Community Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy attending Broomfield Community Primary School. They say that their teachers are kind. Pupils have every confidence that a member of staff will help them if they have a problem.

The school's values are based on 5 'R's – resilience, respect, responsibility, reflection and risk-taking. Pupils know why these values are important. Respect is at the heart of every relationship in the school.

Behaviour is good. Pupils work purposefully in their lessons and play together happily at playtimes. Pupils say that the systems the school uses to help them to behave well are fair.

The headteacher and the staff work well as a team. Many parents are positive about the school's work. One parent said, 'I can't rate the school highly enough'.

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

Leaders have planned a broad curriculum. They have written plans for all year groups in each subject. In some subjects, for example, maths and physical education (PE), plans set out exactly what pupils need to learn at each point. In other subjects, plans are less precise in identifying the knowledge that pupils need to learn.

Teachers make sure that lessons follow a sequence that builds on pupils' prior learning. In every lesson, teachers check that pupils are remembering what they have been taught. Where pupils find new concepts difficult, or struggle to remember key learning, support is promptly put in place so that pupils do not fall behind.

Teachers have good subject knowledge. They explain new learning to pupils clearly. In maths and science lessons visited, pupils were observed using their prior knowledge to help them to understand new concepts. For example, in a Year 4 and Year 5 science

lesson, pupils could apply what they had already been taught about electricity to deepen their understanding of electrical circuits.

Children in the early years foundation stage (EYFS) get off to a flying start. They listen carefully in lessons and join in enthusiastically. Teachers in the EYFS have planned what they want children to learn. However, the EYFS curriculum is not included in other subject plans. As a result, subject leaders do not always understand how the EYFS curriculum provides a foundation for what pupils are learning in later years.

Leaders are ambitious that every pupil develops a love of reading. Phonics lessons are taught well and help pupils to learn the sounds they need to read successfully. The books pupils read match the sounds that they already know. Pupils who find reading difficult get the extra help that they need to catch up. Leaders ensure that reading is prioritised. The school has implemented a '20 minute promise' to ensure that pupils will be read to in school and at home every day. Pupils are able to discuss the books they have enjoyed and talk about their favourite authors. When one pupil was asked what his favourite book was he said, 'I can't choose, there are just too many good books!'

Pupils with special educational needs and/or disabilities (SEND) get the help that they need to do well. Pupils who have additional needs are identified quickly. Teachers make adaptations to the curriculum for pupils with SEND, where it is needed. For example, pupils with SEND may receive extra adult support, resources or practical equipment to help them to learn. Leaders also know that some pupils struggle with their feelings, especially after this difficult year. Pupils are provided with opportunities to talk to an adult in school. For example, in 'tea, toast and talk' sessions.

Leaders plan a range of experiences to support pupils' personal development and prepare them for the next stage of their education. Some of this work has been affected by the pandemic. However, leaders have continued to provide pupils with these experiences where possible. For example, Year 5 and Year 6 have recently visited The Galleries of Justice in Nottingham, linked to their 'crime and punishment' topic.

Governors are proud of the school and are confident that it can improve even further. Understandably, some of their usual monitoring visits to the school have been hampered by the pandemic. There are a number of new governors who have not yet received the training they need to fulfil their roles. These new governors have also not had the opportunity to visit the school in person.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff know that they have a responsibility to keep pupils safe. Leaders have made sure that staff receive the training they need to recognise pupils who may be at risk. As a result, staff know what actions they need to take if they are concerned about a pupil. Leaders work well with external agencies to make sure that pupils get the help they need to stay safe.

Pupils learn how to manage the risks they may encounter online, in school and in the local community through the curriculum, assemblies and special events. Parents and staff agree that pupils are safe in school.

Leaders ensure that appropriate checks are carried out on staff who work in the school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some subject plans do not identify what key knowledge pupils should learn and when. It is not always clear how pupils will build their knowledge over time in these subjects. Leaders should ensure that all subject plans identify precisely the key knowledge that pupils need to know and remember.
- Subject plans do not include what children will learn in the EYFS. Subject leaders do not always understand how the EYFS curriculum informs what pupils learn in later years. Leaders should ensure that whole-school curriculum plans include what children learn in the EYFS.
- Some governors who are new have yet to receive the necessary training appropriate to their role. This can limit their ability to fulfil their roles effectively, including their checks on the impact of leaders' work to secure school improvement. Leaders should ensure that all governors receive the necessary opportunities to become secure in their role.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2016.

## **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 are the school and you are 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

<b>Unique reference number</b>	138805
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10197977
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Timothy Day
<b>Headteacher</b>	Alex Allison
<b>Website</b>	<a href="http://www.broomfield.bepschools.org">www.broomfield.bepschools.org</a>
<b>Date of previous inspection</b>	29 – 30 June 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Bradgate Education Partnership.
- The school is a smaller than average-sized primary school.
- The proportion of disadvantaged pupils and pupils who speak English as an additional language is below the national average.
- The number of pupils with SEND is above the national average.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic. I discussed the impact of the pandemic with school leaders and have taken that into account in my evaluation.
- I met with the headteacher and members of the school's senior leadership team. I held meetings with two governors, including the chair of governors, and the director of schools for the multi-academy trust. I took account of the views of parents and staff through the Ofsted's online questionnaires. I reviewed the arrangements for safeguarding.

- I completed deep dives in the following subjects: reading, science and mathematics. I visited lessons in all classes, spoke to staff and pupils and looked at pupils' books. I also considered curriculum plans for computing and PE.

### **Inspection team**

Caroline Poole, lead inspector

Ofsted Inspector

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