

Inspection of a good school: Broadwas C of E Aided Primary School

Broadwas, Worcester, Worcestershire WR6 5NE

Inspection date: 15 September 2021

Outcome

Broadwas C of E Aided Primary School continues to be a good school.

What is it like to attend this school?

At Broadwas Primary, pupils are encouraged to 'live our values every day', and they certainly do. Pupils throughout the school consistently model these values, including love, friendship, respect and joy. Positive relationships between adults and pupils mean that pupils learn in a calm environment. Staff support pupils who need extra help to manage their behaviour extremely well. This minimises any disruption to learning.

Pupils' enjoyment of school shines through. Older pupils take on responsibilities such as sports ambassadors and book buddies in order to help younger pupils to learn and have fun. Pupils know that all staff will keep them safe, and they readily share any concerns they may have. Pupils also learn how to keep themselves safe. This helps them to understand what bullying is and is not. They know what to do if bullying happens, and they are rightly confident that staff will deal with any problems if they happen.

All staff are committed to ensuring that pupils achieve highly academically. Improvements to the curriculum over the last year have enabled pupils to do this. Pupils' confidence and social skills are also developed extremely well through activities such as outdoor adventurous activities, residential visits and carol singing in the local community.

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

Since the last inspection, the school has experienced significant changes in the leadership and governance of the school. Consequently, actions to improve the curriculum were delayed. In April 2020, the new headteacher quickly and accurately identified what needed to improve. The headteacher developed and implemented highly effective plans which have resulted in ensuring that pupils continue to receive a good quality of education.

Under the guidance of the headteacher, teachers' understanding of the newly planned curriculum developed rapidly. Teachers appreciate the support they have received. They now know what needs to be taught and in what order. This, along with their secure

subject knowledge, effective teaching and high expectations of what pupils can achieve, has improved pupils' progress in all subjects. Pupils benefit from exciting learning experiences across all National Curriculum subjects through topics such as 'meet the Flintstones' and 'dragons'.

Subject leaders are still developing some of their leadership skills. The headteacher has provided them with effective training and support to enable them to successfully plan the curriculum in their subjects. However, while they have begun to monitor their subjects, they are not yet checking in sufficient detail what is going well, what additional improvements could be made to curriculum planning and what support teachers might need to develop their teaching. While the current curriculum planning is helping pupils to make good progress, subject leaders are still identifying how they can make it even more effective.

The teaching of reading is particularly strong. Pupils develop a love of reading from the start of the Reception Year. They are immersed in a range of reading activities. The 'ready, steady, read' sessions ensure that all pupils have time to enjoy reading on a daily basis. Pupils talk eagerly about the texts they share in their classes and look forward to story time. Teachers provide pupils with extra help when needed so that they do not fall behind in their reading. The vast majority of pupils become fluent, confident and enthusiastic readers by the time they leave the school.

The early years provides children with excellent opportunities to explore mathematics in practical ways, including in rhymes and songs. This helps children to develop a secure understanding of mathematical concepts and prepares them well for later learning. In all year groups, teachers regularly check what pupils have learned and remembered in mathematics. They provide pupils with additional support where needed. This enables pupils to build successfully on their learning in mathematics from the early years to Year 6.

Leaders and all staff go to great lengths to ensure that pupils with special educational needs and/or disabilities (SEND) benefit from the same experiences as their peers. Staff carefully adapt the delivery of the curriculum so that it meets their needs. They also find ways to ensure that pupils with SEND can attend all clubs, trips and visits. Pupils with SEND flourish academically and in their personal development.

Pupils benefit from a wide range of extra-curricular experiences. Trips, such as visits to places of worship of different faiths, Warwick Castle and whole school visits to the theatre, enhance their learning well. All pupils benefited from outdoor learning in the forest school to support their mental health when they returned to school after the national lockdowns. Pupils can take part in a range of musical, sports and art clubs. The rich range of additional curricular opportunities supports pupils' wider development exceptionally well.

Governors understand the strengths of the school but are also clear about the actions required to ensure that the school continues to develop. They work closely with leaders to provide the support, and challenge, needed to improve the school further. All leaders have embraced the support from the diocese and the local authority, to good effect.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a detailed understanding of pupils' needs. They are vigilant to signs that pupils may be suffering from harm and report concerns quickly. Leaders meticulously record concerns and seek the right help to keep pupils as safe as possible. Staff relentlessly follow up concerns with outside agencies if they feel pupils are not getting the support they need.

Pupils learn how to keep themselves safe throughout the curriculum. Staff have made parents and pupils aware of the dangers of cyber-bullying and the wider risks of using the internet, social media and mobile devices.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders are still developing some aspects of their leadership skills, particularly how well the curriculum planning is being implemented. As a result, they are not yet identifying precisely what is going well and what actions are needed to improve the delivery of the curriculum further. Senior leaders should provide subject leaders with support and training to improve their skills in monitoring the implementation of the curriculum in order to identify how it could be developed further.

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, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 6 and 7 July 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 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.

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

Unique reference number	116870
Local authority	Worcestershire
Inspection number	10199928
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair of governing body	Mrs Emily Dimmick
Headteacher	Mr James Dennis
Website	www.broadwas.worcs.sch.uk
Dates of previous inspection	6 and 7 July 2016, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider and one unregistered alternative provider.
- The school is a voluntary aided Church of England school. The last section 48 inspection was carried out in March 2018. The next inspection is due in 2023.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the special educational needs coordinator, the English, mathematics and geography leaders and class teachers. The lead inspector met with four governors face to face and one governor via telephone.
- The lead inspector held telephone calls with representatives of the diocese and the local authority.
- Inspectors carried out deep dives into English, mathematics and geography. For each deep dive, inspectors looked at curriculum planning and spoke to leaders about their

subjects. They conducted joint lesson visits with the headteacher, spoke to pupils about their work and wider school experiences and looked at a range of pupils' work.

- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn how to keep themselves safe. The lead inspector spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- The lead inspector held a telephone call with the leader of the unregistered alternative provision.

Inspection team

Ann Pritchard, lead inspector

Her Majesty's Inspector

Jeremy Bird

Ofsted Inspector

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