

# Inspection of Broadlands Primary School

Broadlands Lane, Hereford, Herefordshire HR1 1HY

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Inspection dates: 11 and 12 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

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

Pupils thrive at Broadlands Primary School. Staff know them as individuals. Leaders and staff have established a warm and nurturing feel to the school. Staff help pupils to recognise their own emotions and to care for one another. Pupils feel safe and happy.

Pupils, including children in early years, concentrate very well in lessons and behave responsibly. They treat each other, and adults, with respect. There is a wide range of playground equipment, and pupils play happily at social times. Bullying is very rare. Pupils know that there are always adults to talk to, and that any problems will be resolved straightaway.

Leaders have high expectations for staff and pupils alike. They have planned an ambitious curriculum for all pupils, including for those with special educational needs and/or disabilities (SEND). Staff identify pupils' additional needs swiftly, so that they can arrange the right support when required. Pupils enjoy reading and they read widely.

Pupils benefit significantly from trips and after-school clubs. They have opportunities to develop their own leadership skills, for example as school counsellors or prefects.

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

Leaders have planned an ambitious curriculum for all pupils. Pupils study all of the subjects in the national curriculum. Leaders have organised pupils' learning well. Staff have a secure understanding of how to make sure that pupils' learning builds on what they already know. For example, in French, pupils learn about places and prepositions to enable them to describe moving around town. Pupils spoke confidently about this. Importantly, in mixed-age classes, teachers are clear about what they want pupils to learn and when they should learn it. This helps pupils to achieve well.

Teachers have secure subject knowledge. They use important vocabulary to help pupils to understand key concepts. They check on what pupils know and remember, and take steps to fill any gaps in pupils' learning. However, some subject curriculums have only recently been introduced. Some subject leaders have not had opportunities to check how well these new curriculums are being implemented across the school.

Leaders make sure that learning to read is a priority. Pupils follow a structured phonics programme from early years onwards. This programme ensures that pupils learn about letters and the sounds they represent in a logical order. Adults check on how well individual pupils are learning. They provide effective support for any pupils at risk of falling behind. Books are well matched to pupils' knowledge of phonics. Across the school, pupils read widely. They become confident and enthusiastic readers.

The way in which staff meet the additional needs of pupils with SEND is a strength of the school. This starts in early years, where staff help to develop children's speech and language. Leaders make sure that staff across the school understand how individual pupils with SEND learn well. Pupils who attend the resourced provision achieve highly. As a result, pupils in this provision take great strides in overcoming their social, emotional and communication difficulties.

The nurturing culture of the school leads pupils to act responsibly, and to care for each other. Pupils follow a planned programme of social and personal education. They learn about some cultures and traditions that are different from their own, for example in religious education and through some of the texts that they study. However, leaders have not checked on the range of these opportunities and how well they develop pupils' knowledge of these.

Staff in all year groups set clear expectations for pupils' behaviour. The result is a calm and orderly environment. In part, this is because staff are alert to pupils' concerns and any emotional difficulties they face.

Pupils have valuable opportunities to take on responsibilities. They also learn about the importance of democracy and keeping to a fair set of rules. However, pupils' opportunities to discuss and debate issues at key stage 2 are limited. Some pupils lack the articulacy and self-confidence to communicate their ideas orally as effectively as they could. Pupils enjoy a good range of extra-curricular activities, including sports, crafts and the school choir.

Leaders have provided effective training for staff. For example, staff have become more confident in teaching phonics and nurturing pupils to ensure that they feel cared for. Staff understand leaders' plans for the school, and believe that leaders take their workload into account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in safeguarding. They provide weekly updates to ensure that staff are clear about their roles. Staff are alert to the risks that pupils may face. Leaders take the right actions to help pupils, involving other agencies that work with pupils and their families when necessary. Teachers make sure that pupils learn about the risks that they may face, including when using the internet. Pupils know whom to turn to if they are worried, and this helps them feel safe.

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

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

- Other than in English and mathematics, much of the curriculum is new. Some subject leaders have not had opportunities to check how well these new

curriculums are being implemented. This means that leaders are unsure as to whether the new curriculum in some subjects is being implemented as intended. Senior leaders should ensure that subject leaders develop the skills and have opportunities to check on the implementation of different subjects.

- Leaders have not considered the opportunities for pupils to learn about a broad range of cultures and traditions other than their own. As a result, some pupils' understanding of other traditions and cultures is underdeveloped. Leaders should make sure that all pupils benefit from opportunities to learn about the range of cultures and traditions in the world.
- At key stage 2, teachers do not give the same priority to developing pupils' spoken communication as they do in early years and key stage 1. Some pupils lack self-confidence and articulacy in putting forward their ideas. Teachers should ensure that pupils have the opportunity to discuss relevant topics, and so continue to develop their abilities to express their views orally.

## 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.

## 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>	116679
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10241260
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Rice
<b>Headteacher</b>	Simon Robertson
<b>Website</b>	<a href="http://www.broadlands.hereford.sch.uk">www.broadlands.hereford.sch.uk</a>
<b>Date of previous inspection</b>	16 January 2019, under section 5 of the Education Act 2005

## Information about this school

- Broadlands Primary School is part of a federation of three schools comprising one secondary school and two primary schools. There is one governing body for the federation.
- The school has a specially resourced provision for seven key stage 1 pupils with social, emotional and mental health difficulties.
- The head of school, who leads the two primary schools in the federation, joined in September 2022.
- The school runs a breakfast club.
- Leaders do not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school and other senior leaders. Meetings were also held with curriculum leaders.
- The chair of the governing body and six governors met with the lead inspector remotely. The lead inspector spoke by telephone with a representative of the local authority.
- The inspectors spoke with pupils at social times, and with groups of pupils more formally.
- When inspecting safeguarding, the lead inspector looked at the school's procedures for recruiting and checking on staff's suitability to work with children. He also considered the effectiveness of staff training and the procedures to keep pupils safe.
- Inspectors reviewed a range of documentation, including leaders' evaluations and plans to improve the school, and records of governors' meetings. They also reviewed the school's attendance and behaviour records.
- The inspectors took account of responses to Ofsted Parent View. An inspector met with parents and carers at the start of the inspection. The inspectors also considered responses to Ofsted's surveys for staff and pupils.
- Inspectors carried out deep dives in reading, mathematics, French and history. For each deep dive, an inspector discussed the curriculum with the subject leader, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to some pupils reading to a familiar adult.

### **Inspection team**

Martin Spoor, lead inspector	Ofsted Inspector
Darren King	Ofsted Inspector

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