

Inspection of Broadmere Primary Academy

Devonshire Avenue, Sheerwater, Woking, Surrey GU21 5QE

Inspection dates: 8 and 9 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

Kindness permeates this welcoming school. Warm and trusting relationships between staff and pupils are cherished and nurtured. Pupils are very polite to each other as well as all adults. Pupils understand and value the importance of equality and diversity.

Leaders have high expectations of behaviour and achievement. Pupils work hard to meet these. They behave well in lessons and around the school. Playtimes are calm and cheerful occasions where pupils have fun. Pupils know that staff will deal with any issues quickly. This helps them feel safe and ready to learn. Bullying is not something pupils worry about.

Pupils from a wide range of cultural heritages enjoy attending this friendly school. Parents and carers are overwhelmingly supportive of this inclusive school and its ambitions to develop pupils personally as well as academically. This includes broadening pupils' horizons and raising aspirations for the future.

Leaders work with determination to ensure that pupils achieve their potential. Pupils embrace the motto of 'thrive, aspire and achieve' and leaders, including governors, use it to reinforce all of their decisions. Leaders and the Bourne Education Trust have brought about significant improvements to the school. However, they recognise that provision in the early years needs further strengthening.

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

The school's embedded values and ambitious wider curriculum help pupils to be confident and feel accepted. Most pupils at this school speak English as an additional language. Leaders have therefore rightly understood the need to take an even sharper focus on teaching important vocabulary so that pupils can access learning.

Leaders have carefully considered the curriculum from Nursery Year through to Year 6 and the precise order in which learning should happen. This means that learning builds progressively on what pupils know and need to be able to do. Although leaders have brought about improvement to the quality of education, they are not always clear about the impact of their work. This is because they do not check or challenge pupils' thinking well enough through effective assessment, including in the early years.

Children in the early years do not get off to the strong start they all need. They do not all benefit from a consistently high quality provision. This is because children's knowledge and skills are not sufficiently developed. Too many children do not learn well enough across all areas of learning, so they are ready for Year 1.

Teachers are quick to identify when pupils need some extra help and make sure this is put into place. Leaders invest in making sure pupils do not fall behind and in supporting them to catch up when necessary. This is reflected in how well the needs

of the vast majority of pupils with special educational needs and/or disabilities are met.

Pupils are becoming confident and proficient readers. This is because of rigorous training and effective teaching. The school's phonics programme is supplemented well by a range of high-quality resources, including reading books matched to the sounds that pupils know. Teachers prioritise reading to their pupils. Older pupils particularly love listening to engaging stories as it helps them to develop their understanding and vocabulary.

Staff model their high expectations of behaviour. This is demonstrated in the respect that is deep-rooted in pupils' interactions. The school is a calm, positive and orderly place. The vast majority of pupils listen attentively to their teachers in lessons. Pupils' learning is rarely disrupted by off-task behaviour.

Too many pupils, especially those who are disadvantaged, do not attend school regularly enough. Leaders have recently appointed new staff to support and challenge families. This is beginning to improve attendance.

Leaders' passion in their work to develop pupils as well-rounded individuals is effective. Pupils have a deep understanding of each other's differences and say that everyone is treated fairly. Leaders' work to enhance pupils' spiritual, moral, social and cultural development is of high quality. So too is its pastoral support. The 'well-being woofers' are a favourite four-legged visitor, melting hearts and learning barriers.

Leaders, trustees and governors show an admirable moral imperative. Their plans to continue their improvement work are well thought through and checked. Governors have a clear view of the strengths of the school and provide focused support and challenge.

Staff are proud to work at this school and value the benefits they receive from being part of this trust. For example, they appreciate the bespoke professional development and practical support to improve their practice. Staff also feel well supported because of how leaders have considered their workload, well-being and personal growth.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to recognise potential signs of harm in children. They report any concerns and leaders diligently make sure that these are followed up. Leaders get to know all pupils and their families well. They understand the community and whether there are any local risks. The school works effectively with other professionals to reduce harm and get pupils the help they need. Information about child protection is recorded in detail and overseen thoroughly to ensure that no concerns are missed. Checks on adults appointed to work in the school are carried out meticulously and monitored by leaders and the trust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment, including in the early years, is not consistent or effective. Teachers are therefore not always confident in knowing how secure pupils are in their understanding and recall of key knowledge. Leaders should train and support teachers to ensure that pupils know and remember more across the school's curriculum.
- Children in the early years do not consistently benefit from high-quality provision. Their learning and developmental needs are not being met for when they move into Year 1. The planned curriculum does not meet the needs of all children. This means that many are not getting the best possible start to their time in school. Leaders should act quickly to strengthen teaching in the early years. Staff need appropriate training and ongoing support and guidance to improve their practice.

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

Unique reference number	139479
Local authority	Surrey
Inspection number	10241901
Type of school	Primary
School category	Academy convertor
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	Board of trustees
Chair of board of trustees	Sara Lipscombe
Headteacher	Mandy McDowall
Website	www.broadmere.surrey.sch.uk/
Dates of previous inspection	23 and 24 May 2017, under section 5 of the Education Act 2005

Information about this school

- Broadmere Primary Academy moved from one multi-academy trust to join another, Bourne Educational Trust, in August 2019.
- The headteacher also leads another school in the trust, New Monument Primary and Nursery School. The local governing committee covers both Broadmere and New Monument.
- The headteacher started at Broadmere Primary Academy in September 2020.
- The school manages and provides a breakfast and after-school club.
- Nursery provision at the school is for two-year-old and three-year-old children.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the continuing impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, early years leader and special educational needs coordinator.
- The lead inspector met with three governors, including the chair of local governing committee. The lead inspector also met with a representative from the trust board and an executive officer.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and geography. For each deep dive, inspectors discussed curriculum planning with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at their work. The lead inspector also heard pupils read to a known adult.
- Inspectors checked a wide range of safeguarding documentation and school policies, including the single central record. They also reviewed records regarding child protection and the welfare of pupils.
- The lead inspector reviewed a range of documentation, including the school's self-evaluation, school improvement plan and relevant school documents.
- Inspectors took account of parents' responses to Ofsted Parent View, Ofsted's online questionnaire, along with their written comments. Inspectors also talked with parents on the morning and the afternoon of the first day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development and the wider school curriculum.
- Inspectors met with a range of staff to gather their views on how leaders support them and took account of their responses to the staff survey.

Inspection team

Gareth Flemington, lead inspector	His Majesty's Inspector
Sam French	Ofsted Inspector
Mary McKeeman	Ofsted Inspector

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