

Inspection of a good school: Broseley C of E Primary School

Dark Lane, Broseley, Shropshire TF12 5LW

Inspection dates:

25 and 26 April 2023

Outcome

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

What is it like to attend this school?

Pupils are proud to attend Broseley C of E Primary School. Leaders and staff have created a warm and caring ethos. Everyone is made to feel welcome. Pupils are happy and look forward to their school day. Leaders have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils work hard in lessons and achieve these expectations.

The school is at the centre of its community. Pupils love sharing their knowledge about their local market town. Pupils' learning is based on the school motto of 'growing global citizens'. This also gives pupils knowledge and experiences about the wider world. The school's Christian ethos helps pupils understand how to be a good citizen.

Leaders support pupils to have high aspirations of themselves. They help pupils to understand their individual 'super strengths'. As a result, pupils are confident and talk about their future ambitions. Pupils say that staff give them many opportunities to be the best they can be.

Staff have high expectations for pupils' behaviour. Pupils show respect to each other and to adults. They behave well around school. Pupils are polite and friendly. They enjoy opening doors and greet visitors with a smile.

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

Leaders have created an ambitious and well-sequenced curriculum. They have set out the key knowledge they want pupils to learn across subjects. There are clear links to the early years. This means pupils build new knowledge from the very start of their education. This includes the key subject-specific vocabulary that pupils learn. As a result, pupils confidently use vocabulary when explaining their learning. However, pupils are not learning the content of some foundation subjects frequently enough. This means that pupils are not learning all the key knowledge in these subjects.

Subject leaders provide effective support to teachers when implementing the curriculum. They provide wider experiences for pupils through their subject area. For example, visits to large cities and local farms help pupils compare rural and urban life. However, some foundation subject leaders do not know what knowledge pupils are remembering in their subjects.

Leaders prioritise reading across school. This starts from the early years. Each child is gifted a book, before they begin in the Reception class. This sets high expectations from the very start. Staff are well trained to teach phonics. Misconceptions are addressed by most adults quickly. Assessment is used to understand gaps in pupils' knowledge. Additional support is given to those pupils falling behind. This helps older pupils quickly catch up with their reading. Books are matched to the ability of most pupils. Leaders have selected a wide variety of books they want pupils to read, starting from the early years. This includes a diverse range of authors and cultures. Pupils talk enthusiastically about books read as a class and individually.

Teachers' subject knowledge is secure. They present information clearly most of the time. Activities are well matched to pupils' individual needs. Pupils with SEND are identified quickly. Their individual needs are reviewed regularly. Appropriate support is put in place promptly for them and they achieve well. Teachers have the knowledge and skills to support pupils with SEND in lessons. They learn alongside their peers and take part in wider school life. Pupils have their needs effectively met as a result.

Adults have high expectations for behaviour in classrooms. Low-level disruption is rare and dealt with promptly. Those pupils in need of additional support for their behaviour are well supported. Adults understand that behaviour is a form of communication and take time to understand pupils' individual needs.

The curriculum teaches pupils about culture and diversity. For example, they learn about famous female scientists, such as Marie Curie. They compare the similarities and differences between different religions. Pupils can talk about key people in the civil rights movement. They accept and respect people who are different to them.

Governors take their responsibilities seriously. This includes taking into consideration staff and leaders' well-being. Leaders provide appropriate support to teachers. Parents and carers are highly supportive of the school. They are positive about the care and opportunities their children receive. Pupils benefit from a wide range of extra-curricular clubs on offer. This includes science, dance and family yoga sessions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective systems in place to identify pupils and families in need of early help. They work closely with external agencies. This means that support is put in place quickly. Leaders complete robust checks when recruiting new staff.

Leaders ensure that staff have regular safeguarding training and updates. As a result, staff can identify any pupils at risk of harm or abuse quickly.

The curriculum teaches pupils how to keep themselves safe. They are taught about online dangers. They can name trusted adults to help them. Pupils feel well supported and safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some foundation subject leaders do not effectively evaluate the impact of their curriculum on pupils' learning. This means they do not know what knowledge pupils are remembering in these subjects. Leaders should ensure that all subject leaders have the necessary skills to evaluate their subject's impact on pupils.
- Some foundation subjects are not being implemented frequently enough to cover the intended curriculum. As a result, pupils are not learning the key knowledge identified in these subjects and are at risk of falling behind. Leaders and governors need to ensure that teachers cover the intended curriculum in all foundation subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2018.

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	123523
Local authority	Shropshire
Inspection number	10282674
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	Local authority
Chair of governing body	Mr Ian Barrett
Headteacher	Miss Claire Killick
Website	www.broseleyprimary.co.uk
Date of previous inspection	28 February 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in April 2023. A new chair of governors has been appointed since the last inspection.
- The school do not use any alternative providers.
- A Statutory Inspection of Anglican and Methodist Schools inspection to evaluate the distinctiveness and effectiveness of Broseley C of E Primary School as a Church of England school took place on 16 November 2017.
- The school has a breakfast club and an after-school club. This is operated by the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken this into account in her evaluation of the school.
- The inspector met with the headteacher and senior leaders. She met the chair of governors and members from the governing board. The inspector also met a representative of the local authority.

- A telephone call took place with a representative from the diocese.
- The inspector held meetings with a range of leaders to discuss safeguarding, early years and provision for pupils with SEND.
- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, and looked at samples of pupils' work. The inspector also looked at additional subjects, including design and technology, computing, music, physical education and modern foreign languages.
- The inspector observed pupils reading to a familiar adult.
- The inspector spoke to groups of pupils formally and informally about their learning and experiences at school.
- Safeguarding documents were reviewed, including the checks that leaders make on staff's suitability to work with children. The inspectors examined how staff implement safeguarding policies and procedures effectively across the school.
- The inspector considered responses to Ofsted Parent View and the free-text responses received during the inspection.
- The inspector reviewed the responses to Ofsted's staff survey.
- The inspector looked at a range of documentation provided by the school. This included the school's self-evaluation, academy improvement priorities, school policies, curriculum documents, SEND records and minutes of meetings and visits held governors.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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