

Inspection of Broadmead Primary School

366 Sydenham Road, Croydon, Surrey CR0 2EA

Inspection dates: 1 and 2 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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The headteacher of this school is Sarah Hunter. This school is part of The Pioneer Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lee Mason-Ellis, and overseen by a board of trustees, chaired by Joanne Bouwens.

What is it like to attend this school?

Pupils and their families feel welcome here. The school encourages pupils to treat everyone equally and with respect. Staff offer a range of support to meet the needs of all pupils, such as the 'Nurture Nest', which provides support for pupils' emotional and social development.

Staff make sure that pupils are kept safe. Pupils talk to staff or use 'worry boxes' if they have any concerns. Pupils enjoy their learning and they achieve highly. Beyond academic goals, the school encourages pupils to work towards a set of 'personal goals,' which include being ethical and communicating clearly. Pupils enjoy finding out about significant people from diverse backgrounds who demonstrate these traits. For example, pupils learned about a famous sports player and spoke about how they were inspired to be resilient like him.

The school is committed to broadening pupils' horizons and aspirations. Leaders ensure that all pupils have the same opportunities to take part in all that the school organises. Pupils spoke enthusiastically about 'ticking off' experiences that they have through the 'Pioneer Passport'. These range from theatre and museum visits to cooking a healthy meal and going on a picnic. Many pupils attend the wide range of clubs on offer, including various sports, gardening and Spanish.

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

The school reviews the curriculum regularly to make sure that it meets the needs of pupils. Leaders are ambitious for what their pupils can achieve. The planned curriculum reflects this and is suitably broad. Teaching is adapted carefully for pupils with special educational needs and/or disabilities (SEND) so that all pupils access the same curriculum. The school has effective systems in place to identify accurately and support pupils with SEND. Staff are well supported to ensure that their workload is manageable.

The school has identified what they want pupils to learn and remember across all subject areas. The foundations for these are laid in the early years. Teaching typically follows the planned curriculum, which breaks down learning into small steps. For example, in geography, pupils in Year 1 learn about features of an island and are ready to compare different islands in Year 3. This helps pupils in Year 6 when they learn about the earth's features in more detail. Teachers revisit previous learning to help pupils remember important subject content. However, there is some variability in how well the curriculum is delivered. On occasion, the work set in lessons is not effective in supporting pupils to learn subject-specific knowledge and skills. At times, teaching does not check carefully that pupils have learned what was intended before moving on to new content, which results in some gaps in pupils' knowledge.

In the early years, the school prioritises the development of children's communication and language skills. For example, staff in the Nursery emphasise the sounds in words, which prepares children for learning phonics in Reception. The trust and the school provide regular support and training for staff. This has helped to ensure that staff are skilled in teaching pupils at the early stages of learning to read. Weaker readers get targeted support to help them to catch up quickly. The school successfully promotes a love of reading and pupils in all classes enjoy daily story time.

The school's expectations of behaviour are clear and consistently followed. Pupils like using the 'green triangle' behaviour charts which are in each classroom. Any incidents of low-level disruption are dealt with quickly so that pupils can focus on their learning. The school has worked hard to improve attendance. Rigorous monitoring and effective work with families has encouraged regular attendance, and rates of persistent absence have significantly reduced.

The school encourages pupils to develop their leadership roles. For example, the members of the 'green team' help to protect the environment through doing activities such as litter picking in a local park and recycling in school. Older pupils help younger ones in the playground as part of their peer-mentor responsibilities. Pupils learn about the world religions and visit a different place of worship each year to find out more about the faiths and beliefs of others. They are encouraged to be kind, and pupils who are the school's 'mini fundraisers' help to organise charity events such as the school's Christmas fair.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some variability in how well the curriculum is delivered. Sometimes, work that the school sets does not support pupils in learning subject-specific content. Occasionally, teaching does not check carefully that pupils have understood what they are learning before moving on to new content. This affects how effectively pupils understand and recall curriculum content. The school should ensure that teaching supports pupils to know more and remember more in all subjects.

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](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140840
Local authority	Croydon
Inspection number	10290258
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	Board of trustees
Chair of trust	Joanne Bouwens
Headteacher	Sarah Hunter
Website	www.broadmead.croydon.sch.uk
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school is a two-form entry primary school and is part of The Pioneer Academy, a multi-academy trust.
- The school uses one registered alternative provider.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the school's leadership team. Inspectors met with the chief executive officer and a range of trust leaders. The lead inspector held a discussion with two trustees, including the

chair of the trust board, and representatives from the school’s governing board, including the chair of the governing board. A discussion was held with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: computing, early reading, geography, history and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. An inspector listened to a sample of pupils read.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the record of pre-employment checks, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors spoke to groups of pupils and staff and evaluated responses to Ofsted’s online staff survey.
- Inspectors spoke to some parents at the start of the school day and considered responses to the survey for parents, Ofsted Parent View.

Inspection team

Jude Wilson, lead inspector	His Majesty’s Inspector
Sabrina Edwards	His Majesty’s Inspector
Lorraine Slee	Ofsted Inspector

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