

Inspection of Broadford Primary School

Faringdon Avenue, Harold Hill, Romford, Essex, RM3 8JS

Inspection dates: 7 and 8 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a school where pupils are cared for and valued. Pupils get off to a positive start each morning because they are greeted warmly by staff. Leaders have prioritised attendance. Effective actions are in place to reduce absence. For example, the school constantly promotes 'coming to school every day on time' to pupils and families.

The atmosphere within lessons and during social times is purposeful. This is because staff typically have high expectations for behaviour. Pupils are well-mannered and considerate towards others. Pupils value the huge outdoor space and the activities that are provided to keep them busy at playtime.

Relationships between staff and pupils are positive and supportive. Pupils know that if they have a worry they can speak to an adult who will help them. This means they feel happy and are safe.

There are a number of opportunities for pupils to take on positions of responsibility taking on roles such as 'spine-breakers' and digital leaders. 'Spine breakers' are pupils who promote reading to their friends and staff. The school has a range of clubs for pupils to join such as, bead-craft, multi-skills and chess club. These experiences help pupils to develop their talents and pursue their interests.

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

Reading is prioritised here. Children start learning to read straight away in Reception. This is because leaders want children to read fluently and without delay. Pupils have frequent opportunities to read during the school day. For example, staff read aloud to pupils daily and pupils regularly read to Theo the visiting dog. These opportunities develop a love for reading.

Staff teach early reading well. This is because they have been trained effectively. Staff introduce the sounds that pupils need to know in a logical order. Staff generally check what pupils know regularly. This means that staff typically identify those pupils who are at risk of falling behind and help them catch up. Pupils read books that are matched to the sounds that they have been taught and this means they develop fluency.

The curriculum in most subjects is well structured and ambitious. The school has identified the most important skills and knowledge that they expect pupils to learn and in what order. For example, pupils in Year 4 confidently explain how the digestive system works using language such as, 'oesophagus', 'muscles' and 'acid'. This is because pupils have previously been taught the stages of digestion.

Teachers typically have the subject knowledge they need to deliver the curriculum effectively. For instance, in Reception children are taught how to add one more to a number using mathematical resources. This basic mathematical knowledge prepares

children well for learning in Year 1. Teachers correct misconceptions and explain concepts clearly. In a few subjects, however, the curriculum is not consistently delivered effectively, and some pupils have developed misconceptions and have gaps in their learning. Over time, some pupils have not achieved as well as they could, and this is reflected in the end of Year 6 outcomes.

The teaching of vocabulary is a priority at this school. Teachers in Year 4 support pupils to use interesting vocabulary such as 'flee', 'risky' and 'recusant'. In the early years when supporting two-year olds, adults reinforce words such as 'fast', 'slow' and 'stop' when playing a game. This means children get opportunities to hear and practise new vocabulary.

The school identifies pupils with special educational needs and/or disabilities (SEND) well. The school works effectively with external professionals who provide advice for teachers and teaching assistants. However, sometimes pupils with SEND are not supported as effectively as they could be to access the curriculum. Therefore, some pupils do not achieve as well as they could.

Pupils behave well in lessons and most show positive attitudes to their learning. This includes those in the two-year-old provision. Teachers routinely have high expectations of pupils. This means the curriculum can be taught without interruption.

The school helps pupils to learn how to regulate their feelings. Children in the early years are taught to share and take turns and adults reinforce the importance of being kind to others.

The personal, social, health and economic education is well structured. Pupils are taught about consent and healthy and unhealthy relationships in an age-appropriate manner. Pupils learn about different faiths and cultures. These opportunities help pupils to understand and respect people with different beliefs and customs.

This is a happy, welcoming and respectful school. School leaders are ambitious for all pupils to achieve well. Staff are proud to work here and value the guidance they receive from the school to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, pupils do not achieve as well as they could. This is because in a small number of subjects the curriculum is not being implemented effectively. This means pupils have gaps in their subject understanding. The school needs to

provide effective training for staff so these few subjects are implemented effectively.

- On occasions, pupils with SEND are not supported effectively to access the curriculum. This means that some pupils do not achieve as well as they could. The school needs to ensure that teaching is adapted effectively, to enable these pupils to access the curriculum.

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 special educational needs and/or disabilities (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	102317
Local authority	Havering
Inspection number	10269268
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	The governing body
Chair of governing body	Alan Kemp
Headteacher	Lois Nicholls
Website	http://www.broadford.havering.sch.uk
Dates of previous inspection	7-8 October 2018 under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- The school makes use of one registered alternative provider.
- The school is part of the Learning Federation consisting of two schools.
- The school has provision for two-year-olds.

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 first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leadership team to discuss school development.

- Inspectors met with representatives of the local governing body. They also met with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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 scrutinised a wide range of documents, including those related to pupils' personal development and behaviour and attendance. They also met with groups of staff and pupils to discuss these aspects of the school's work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, computing and physical education. 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.
- The inspectors also discussed the curriculum in some other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Paul Jackson	Ofsted Inspector
Andrew Hook	Ofsted Inspector
David Bryant	Ofsted Inspector

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