

# Inspection of Broughton Moor Primary School

Broughton Moor, Maryport, Cumbria CA15 7RZ

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Inspection dates: 14 and 15 November 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

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

Pupils enjoy coming to Broughton Moor Primary School. They enjoy strong relationships with adults in school. Staff know pupils well and listen attentively to them. Pupils feel valued, cared for and happy. They know that staff will help them if they have any worries or concerns.

Pupils are friendly and polite. They treat staff and each other with respect. They behave well and make sure that everyone is made to feel welcome in their school. Pupils know that people can be different in many ways and they are empathetic and understanding of this.

Pupils, including children in the early years, are enthusiastic about their learning. They talk eagerly about what they have learned in their lessons and during trips and visits. The school has high expectations for pupils' achievement. Children in the early years get off to a good start. However, in other parts of the school, pupils, including those with special educational needs and/or disabilities (SEND), do not achieve as well as they should in some subjects and have significant gaps in their knowledge.

Pupils appreciate the opportunities that they have to visit the local beach, woodland, theatres, cinemas and museums. They also thoroughly enjoy outdoor learning and the numerous residential visits that the school offers.

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

The school has constructed a broad and well-ordered curriculum from the early years to the end of Year 6. It has identified the important knowledge that pupils should learn and when they should learn it.

However, the school has experienced a period of staffing uncertainty and change. Some staff have not had the support that they need to deliver the curriculum well. Furthermore, gaps and misconceptions in pupils' learning in some subjects have not been consistently identified and addressed. This has hindered some pupils from building knowledge securely over time. Conversely, children in the early years have enjoyed a period of greater stability. They successfully acquire the knowledge that they need to be ready for the next stage of education.

The school identifies the additional needs of pupils quickly. Pupils with SEND learn the same curriculum as their classmates. However, some staff do not feel that they have sufficient information and support to help them to meet the needs of some pupils as effectively as they should. The school is aware of this and is taking action to ensure that staff have further support to meet the needs of all pupils, including those with SEND.

The school has prioritised reading from the early years. Pupils understand that it is important to read widely and often. For example, a weekly reading afternoon provides an opportunity for pupils to read with family members in school and with

younger children. This helps pupils to develop a love of reading. The school has established a new phonics curriculum. Pupils learn the sounds and letters that they need to read new and unfamiliar words. The school is taking action to ensure that pupils who fall behind in this curriculum are given the support that they need to catch up.

Pupils rise to the high expectations that the school has for their behaviour. They behave in a calm and sensible manner. Children in the early years, including two-year-old children, learn to follow well-established routines. Pupils are kind and considerate of each other's needs.

Pupils experience a broad curriculum that supports their personal development. Some pupils have worked alongside local businesses and enterprises. For example, they have designed and created homemade products to sell to the school community. This helps pupils to become industrious citizens and prepares them well for their future lives.

The school has experienced a turbulent time recently. Changes in staffing and governance have meant that the school has not been as effective as it should be. During this time, governors have not sufficiently held the school to account for the quality of education that pupils receive. This has contributed to some weaknesses in the effectiveness of the curriculum.

The school does not engage effectively with some staff and some parents and carers. The school, with the support of governors, is taking action to listen to any concerns that staff and parents may have and to respond to them appropriately. It is also working to ensure that change is managed in a way that does not impact on staff's workload. Although the school is continuing to improve methods of communication with staff and parents, some staff and parents remain dissatisfied with the school's engagement with them.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Governors do not sufficiently hold the school to account for the quality of education that pupils receive. In some areas of the curriculum, pupils do not achieve as well as they should. Governors should ensure that they provide effective support and challenge to help improve the effectiveness of the curriculum.
- In some subjects, the school has not ensured that staff deliver the curriculum consistently well. This hinders some pupils from learning as well as they should in

these subjects. The school should ensure that staff have the support that they need to teach the curriculum effectively across all subjects.

- In some subjects, the school has not ensured that gaps and misconceptions in pupils' learning are identified and addressed. This means that some pupils' knowledge does not build in a logical way over time. The school should ensure that pupils' prior knowledge is secure before moving on to new learning.
- The school does not engage as effectively as it should with some staff and parents. This means that the school and some parents and staff do not work in unison in the best interests of the pupils. The school should ensure that it listens to and responds appropriately to the views of all stakeholders.

## 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

<b>Unique reference number</b>	112129
<b>Local authority</b>	Cumberland
<b>Inspection number</b>	10298883
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joe Haniak
<b>Headteacher</b>	Paul Brotherhood
<b>Website</b>	<a href="http://www.broomoor.cumbria.sch.uk">www.broomoor.cumbria.sch.uk</a>
<b>Date of previous inspection</b>	5 July 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been a number of staffing changes since the previous inspection.
- The school has provision for two-year-old children.
- The school does not use any alternative provision.

## 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.
- During this inspection, inspectors met with the headteacher. They also spoke with a range of staff.

- The lead inspector spoke with two governors, including the chair of the governing body. She also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses from the Ofsted surveys for staff and pupils.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour at breaktimes, in lessons and around school. They also spoke to pupils about their experiences at school.
- Inspectors carried out deep dives in reading, mathematics and history. They met with subject leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils about their learning in these subjects. They looked at examples of pupils' work. Inspectors also considered the curriculum across some other subject areas.
- The lead inspector observed some pupils reading to a familiar adult.

### **Inspection team**

Sally Timmons, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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