

Inspection of Broomhaugh (VA) Church of England First School

Church Lane, Riding Mill, Northumberland NE44 6DR

Inspection dates: 22 and 23 November 2023

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

What is it like to attend this school?

Broomhaugh (VA) Church of England First School is nurturing and inviting. Pupils are happy and safe. They enjoy the various ways that they can contribute to school life. Pupils live up to the school motto of 'make a difference and be the best we can be'. They enjoy worship assemblies led by the church. The emotional well-being of pupils is a priority. The school provides regular opportunities for pupils to discuss and reflect on local and global issues.

Pupils achieve well at Broomhaugh (VA) Church of England First School. Lessons bring learning to life for pupils. They benefit from themed curriculum weeks featuring educational visits, career talks and 'real life' challenges. Children in the early years are involved in the life of the school. They showcase their learning to the other classes. Children in the early years quickly adapt to the routines and expectations of school. Older pupils read with them regularly. This builds friendships across year groups.

There are clear expectations of pupils' behaviour. Pupils behave well. They are motivated by the reward systems in school. They play together well at lunchtimes. The 'friendship bench' helps all pupils to be included. The school teaches pupils how to use the internet safely. The school provides a range of pupil leadership positions. This develops pupils' confidence and self-esteem. Many pupils take part in the school choir and sporting activities. They are proud to represent their school.

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

The school has introduced an ambitious and broad curriculum. There are high expectations for all pupils. The changes to the curriculum ensure that pupils develop an understanding of the wider world. Pupils are well prepared for the transition to middle school.

Children in the early years benefit from an excellent curriculum. The clearly defined and well-equipped learning areas provide a breadth of opportunities to deepen children's knowledge. Children play and work together brilliantly. They confidently use taught vocabulary when speaking to each other. The environment develops children's curiosity and independence. They are keen to talk about their learning. Children in the early years are involved in whole-school initiatives. Children worship and pray with their peers. They discuss their learning of historical injustices and local issues. Children speak to adults with a high level of respect and kindness.

There is a strong reading culture in school. Pupils learn to read quickly and confidently. Pupils who struggle with reading receive extra help each day. The school has invested time and resources to ensure that staff are experts in teaching reading. Pupils have regular opportunities to be read to and read to others. They read at home often and talk enthusiastically about the books that they have read. Pupils are proud of their new library.

Pupils with special educational needs and/or disabilities (SEND) benefit from the well-planned support provided by the school. They are fully involved in leadership positions and extra-curricular activities. Staff know and understand their needs well. Pupils with SEND receive the tailored support they need in lessons. They achieve well. The school works with specialist services for pupils with SEND where needed. Although many parents and carers of pupils with SEND have positive views of the school, a small group of parents do not feel that the school communicates effectively with them.

Pupils achieve well at Broomhaugh (VA) Church of England First School. They benefit from a well-sequenced curriculum. Pupils have daily opportunities to revisit prior learning and vocabulary. This helps pupils to remember and build on their learning. Lessons and classroom discussions raise pupils' aspirations. Pupils talk about their learning with enthusiasm. The school has systems to check what pupils know and remember. However, teachers do not consistently check how well pupils have remembered and learned some important knowledge. As a result, sometimes, teachers do not identify when pupils have gaps in their knowledge.

The school has introduced a new behaviour policy which prioritises praise and positive language. Pupils are responding well to this change. The school develops pupils' character and cultural capital exceptionally well. Pupils are well prepared for life locally and beyond. The school develops pupils' self-esteem and empathy for others effectively. Pupils have a firm understanding of justice and equality. They are passionate about making the world a better place. There are robust systems to promote good attendance across school. Rates of pupil absence are low.

Leaders know their school community well. Staff are well supported by leaders. Workload is not a concern. Staff specialisms are developed to benefit pupils' learning. Governors are highly involved in the life of the school. The school benefits from their expertise. There is a culture of highly supportive challenge from governors.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers are not clear about what pupils know and remember. As a result, teachers do not identify when pupils have gaps in their knowledge. The school should ensure that assessment is refined so that gaps in pupils' knowledge and misconceptions are addressed quickly and effectively.

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	122285
Local authority	Northumberland
Inspection number	10242454
Type of school	First
School category	Voluntary aided
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair of governing body	Elisabeth Charman and Gayle Baty
Headteacher	Suzanne Hart
Website	www.broomhaugh.northumberland.sch.uk
Dates of previous inspection	31 March and 1 April 2009, under section 5 of the Education Act 2005

Information about this school

- Broomhaugh (VA) Church of England First School is part of The Federation of Broomhaugh and Corbridge Church of England First Schools
- The school provides a breakfast club and after-school childcare.
- The school uses two registered alternative education providers.

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 spoke to senior leaders, including trustees, members of the governing body, the school improvement partner and the diocese.

- Inspectors carried out deep dives in early reading, mathematics and art. 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.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors checked the arrangements for safeguarding, including looking at the single central record, behaviour logs, attendance, and safeguarding records.
- Inspectors also spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors analysed the responses to Ofsted's pupil survey and staff survey. They reviewed answers from the online questionnaire, Ofsted Parent View, including the free-text responses.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Joanne Shaw

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023