

Inspection of Broomgrove Infant School

Broome Grove, Off Heath Road, Wivenhoe, Colchester, Essex CO7 9QB

Inspection dates: 14 and 15 February 2024

Overall effectiveness	Good
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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 very happy school. Everyone works hard to make sure pupils are well looked after. Parents value this support. The school is a place where pupils can thrive.

Pupils experience a broad curriculum and high-quality pastoral support. These help them learn and achieve well. This is especially true for pupils with special educational needs and/or disabilities (SEND). These pupils learn happily alongside their peers. Inclusion is at the heart of the school – everyone matters. Pupils feel safe and cared for. They trust adults to help with any problems they may have.

School is a calm and harmonious place. Pupils behave well and show good manners at all times. In lessons, they listen attentively to their teachers. They co-operate and support each other when learning. Pupils take care of school equipment, as seen when using musical instruments. Playtimes are energetic and fun. Everyone plays happily together.

There are many opportunities for pupils to learn in the wonderful outdoor environment. This helps their development in so many ways. Pupils learn resilience and how to manage risk. For example, pupils know to leave a safe distance from a fire when toasting marshmallows. These lessons are a highlight of every pupil's week.

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

The school has prioritised the early reading programme. Pupils engage enthusiastically in the daily phonics lessons. They are confident to sound and blend new words. Pupils are keen to read their books, which precisely match their ability. All staff receive thorough training so they can support pupils well. Pupils that fall behind receive targeted support to ensure success. Children in Reception start their phonics straight away. They have lots of opportunities to practise the sounds they know in their play.

Pupils are keen to show off their newly refurbished library. There are a range of texts, including those from different cultures, which pupils enjoy taking home to read. Pupils look forward to their daily story sessions and the weekly reading assemblies. Outdoor reading nooks and 'story sacks' help foster a love of reading.

Leaders have designed an ambitious curriculum that is broad and balanced. It has been carefully thought through to meet the needs of this school. The curriculum clearly sets out what pupils learn step by step. Pupils develop a strong knowledge of the subjects they learn. Teachers prioritise pupils remembering what they have been taught. This helps their confidence when tackling new learning. Teachers frequently check for any gaps in pupils' knowledge and address these quickly. As a result, pupils continuously build on their learning.

Sometimes, the curriculum is not delivered as well as it could be. In some lessons, teachers do not check if all pupils are paying attention and understanding. They miss opportunities to give feedback when pupils make mistakes. This would help pupils know how they can improve their work. Some pupils lose focus and, although they do not disrupt learning for others, they do not work as hard as they could.

Parents appreciate the support their children with SEND receive. The school works hard to build positive relationships with all parents. Pupils' many different needs are accurately identified. The support in place from well-trained adults is very closely monitored. This helps pupils with SEND to learn and achieve well. They develop positive attitudes towards school.

Planning for children starting school begins well before they actually join. The school works closely with pre-school settings and families to make sure every child has a successful start. Children quickly settle into the school routines. They become curious and active learners, eager to explore and challenge themselves. Early years is a cheerful environment. Children and adults clearly enjoy learning and playing together.

At Broomgrove, pupils learn you can be whoever you want to be. It doesn't matter what you look like or believe in, you are welcome here. Pupils learn about different religions and cultures. They know how to keep themselves safe, particularly when using the internet. They learn about health and fitness and know what foods are healthy and those that are 'treats'. There are opportunities to take on leadership roles such as school councillors. Close links with the junior school help pupils feel ready for their next transition.

Leaders and governors work closely together. They all want the very best for the school. Governors understand their responsibilities. They undertake training to help them carry out their roles. They regularly check on staff and how they are feeling. Staff are proud to work at the school and appreciate the support from leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils' attention wanders and teachers do not pick up on this quickly enough. Teachers miss opportunities to check understanding and give precise feedback. This means that pupils may develop gaps in their knowledge and not make the progress they are capable of. The school should provide training and support for teachers to ensure they quickly pick up on the small signs that pupils have misunderstood, or that their concentration is waning.

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	114756
Local authority	Essex
Inspection number	10255011
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair of governing body	Helen Evans
Headteacher	Alison Grigg
Website	www.broomgroveinfantschool.co.uk
Dates of previous inspection	25 and 26 January 2022, under section 8 of the Education Act 2005

Information about this school

- The school manages the before- and after-school provision for both the infant and junior schools.
- 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- 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 met with the headteacher, members of the senior leadership team including the leader for SEND, and other subject leaders. They also met members

of the local governing board, spoke to parents and an adviser from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and science. For each deep dive inspectors spoke to subject leaders, visited lessons, spoke to teachers and pupils and looked at work in pupils' books. Inspectors also heard pupils read to a familiar adult.
- Inspectors met with staff to talk about the curriculum, safeguarding, workload and the behaviour and personal development of pupils. They also met with groups of pupils to talk about learning and well-being.
- Inspectors considered a range of documents, including the school's self-evaluation, plans for improvement and minutes of meetings of the governing board. Attendance records were checked.
- Inspectors visited the before and after school provision provided by the school.
- Inspectors observed pupils' behaviour at playtimes, lunchtimes and at the wraparound care. Inspectors talked to pupils about behaviour, bullying and welfare.
- Inspectors considered the 38 online responses to Ofsted Parent View, Ofsted' online questionnaire for parents, including 30 free-text comments. Inspectors also considered the 18 responses to Ofsted's online questionnaire for staff and the 37 responses from pupils.

Inspection team

Karen Stanton, lead inspector

His Majesty's Inspector

Lynn Ayling

Ofsted Inspector

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