

# Inspection of a good school: Broadgate Primary School

North Broadgate Lane, Horsforth, Leeds, West Yorkshire LS18 5AF

---

Inspection dates:

21 and 22 May 2024

## Outcome

Broadgate Primary School continues to be a good school.

## What is it like to attend this school?

Broadgate Primary School is inclusive. The needs of pupils are put first. Pupils are happy and safe. Staff work closely with parents and carers to deliver a positive experience for pupils. Leaders have high expectations of pupils. Pupils achieve well. This is reflected in the school's published outcomes.

Behaviour in the school is strong. Engagement in lessons is high. Pupils enjoy learning. They work well together, supporting each other to develop their understanding. Pupils know that if they have any concerns or worries, they can go to an adult for help.

The school ensures there is a range of extra-curricular opportunities on offer. Pupils take advantage of these. They support pupil's personal development. Pupils appreciate the opportunities available to them to develop their talents and interests.

Pupils take on leadership responsibilities. They share their ideas with school council members. School leaders take these on board when making decisions to shape the school. Pupils value these opportunities and understand that their voice matters.

Pupils take part in fundraising and charity events. This successfully develops pupils' understanding of citizenship. Pupils have a strong belief that they should help others if they can.

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

The school prioritise reading. The school's phonics curriculum is well considered. Pupils practise the sounds that they are learning by reading books that are well matched to their phonics knowledge. Pupils develop the skills they need to read more challenging words. Adults regularly check what pupils know and remember. They adapt future teaching to address gaps in pupils' knowledge. While the teaching of reading does support pupil's development, in some sessions, staff do not use consistently use the most effective

strategies to help pupils learn to read. As a result, in some sessions, pupils do not learn to read as well as they could.

The curriculum in mathematics is well considered. The school has thought carefully about the subject content that they want pupils to learn. Pupils build their knowledge step by step. Adults teach the mathematics curriculum effectively. Adults frequently check what pupils understand. They use this information to identify and revisit areas of learning if needed. As a result, pupils develop a detailed level of understanding in mathematics. However, in some subjects, such as history, the curriculum is not as carefully considered. The precise knowledge the school wants pupils to learn in each year group has not been explicitly determined. This means adults are not able to precisely help pupils to make links in their learning and build their understanding over time.

Pupils with special educational needs and/or disabilities (SEND) achieve well. The school quickly identifies the needs of pupils with SEND. Adults use this information to plan the help and resources that these pupils need to successfully follow the same curriculum as their peers.

Early years is a strength of the school. Learning activities are carefully considered to support children's development. This is particularly evident in early mathematics. Adults skilfully ask children questions to guide their thinking. This helps children to gain knowledge. As a result, children's mathematical understanding is well developed.

The school is committed to pupil's wider development. Pupils talk confidently about how to keep themselves safe online. Pupils learn about protected characteristics and have a mature understanding around personal liberty.

Leaders have high ambitions for what pupils learn and experience. They have made purposeful changes. These changes have had a positive impact. However, some subject leaders do not check how the curriculum is implemented. As a result, they do not have a detailed understanding of whether the curriculum is having the impact they want. In some subjects, such as history, implementation of the curriculum is sometimes not as successful as it could be.

Staff are exceptionally positive about working at Broadgate Primary School. They feel well supported. They know that leaders consider their workload and well-being. They appreciate that what they are asked to do is centred solely around efficiency and impact.

Leaders are committed to ensuring pupils access as many learning opportunities as they can. Systems for addressing pupil absences are proactive. Leaders work with parents and external agencies to help pupils to attend school more often. This is effective. Attendance is positive and improving.

Governance is a strength. Governors ensure they have an accurate understanding of the school. Governors have the skills and understanding to fulfil their responsibilities. Governors are precise in their challenge and support. This has a positive impact on the school.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- In some phonics sessions, pedagogical strategies are not being used as effectively as they could be. This means that some pupils do not learn to read as well as they could. The school should ensure that the most effective strategies are used consistently across phonics sessions so that pupils can learn more.
- In a small number of subjects, the school has not identified the precise knowledge that pupils should learn in each year group. This means that in some subjects, pupils do not build their knowledge progressively. The school should review the curriculum for these subjects and identify precisely what knowledge should be taught and when.
- Some subject leaders do not check the delivery of the curriculum. As a result, they do not identify when refinements to how some curriculums are implemented are needed. The school should ensure that systems are used to precisely identify areas to improve across the curriculum.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2018.

### 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>	107874
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10313210
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stacey Lalande
<b>Headteacher</b>	Elaine McLellan
<b>Website</b>	<a href="http://www.broadgateprimary.org.uk">www.broadgateprimary.org.uk</a>
<b>Date of previous inspection</b>	12 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The school has a breakfast club.
- The school does not make any use of alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in the team's evaluation of the school.
- During the inspection, the inspector met with the headteacher, deputy headteacher and members of the senior leadership team.
- The inspector met with representatives of the governing body and a representative of the local authority.

- The inspector considered the responses to Ofsted Parent View, including the free-text comments. The inspector considered the responses to Ofsted's staff and pupil surveys. The inspector spoke with parents to gather their views and opinions about the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector 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.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour around school and in lessons. They spoke with pupils to gather their views about behaviour and safeguarding in the school.

### **Inspection team**

Andrew Yeomans, lead inspector

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024