

Inspection of Broomfield School

Broomfield Avenue, Northallerton, North Yorkshire DL7 8RG

Inspection dates: 28 and 29 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

There has been significant turbulence in leadership since the last inspection. During this time the school's effectiveness has declined. The new headteacher is rapidly bringing much-needed stability. Leaders know that there is work to do to ensure all pupils receive the very best opportunity to do well. New leaders are taking the right steps to bring this about.

The quality of education that pupils receive is variable. Adults' expectations of what pupils can achieve are not high enough. There is not a consistent approach to checking how well pupils have learned the curriculum over time. Some pupils do not achieve as well as they should.

Pupils and staff know each other well in this friendly school. There are stable routines and consistently high expectations for pupils' behaviour. Pupils behave well in school. They respect each other and get along well with their friends. Bullying is rare. Pupils know that there is always a trusted adult for them to talk to.

Leaders have worked hard to develop pupils' character, resilience and confidence. This helps pupils to lead happy, healthy lives and be responsible citizens. Some pupils have leadership positions such as being on the school council. Others are 'eco-warriors' and speak eloquently of how they help to improve their school.

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

Leaders have developed an ambitious curriculum for all pupils. Subject leaders have identified the important knowledge that they want pupils to know and remember. Leaders have planned the curriculum so that pupils' knowledge can build over time. However, teachers do not have consistently high expectations for all pupils. Some teachers are not planning sequences of lessons that enable pupils to meet the ambitious curriculum end-points set out by leaders. Consequently, some pupils do not achieve as well as they should.

Leaders have not accurately assessed the effectiveness of all subject curriculums. They have not ensured that there are systems in place to check how well pupils have learned important knowledge over time. Subject leaders do not have the necessary skills to undertake this work and have not received suitable training or support. As a result, gaps in pupils' knowledge and a lack of ambition for some pupils have not been identified or addressed. The appointment of a new headteacher and new governors has helped to bring a fresh perspective on matters. Together, they are taking the right steps to bring about the changes needed.

Children in the Reception Year enjoy their daily phonics lessons. They are keen to call out the sounds as they are shown phonics flashcards. There is a range of support in place to help those pupils who are at the earliest stages of learning to read. However, staff who help children learn to read have not had sufficient training

to ensure phonics is taught to a consistently high standard. Some pupils do not learn to read as quickly and fluently as they should. Leaders are taking steps to address this. A new scheme of work, together with staff training, has been arranged.

Teachers and teaching assistants work together to help pupils in lessons. Support plans for pupils with special educational needs and/or disabilities (SEND) do not contain sufficiently detailed information for teachers to enable them to plan effective support for these pupils. This hampers the amount of progress that some pupils with SEND make.

There is generally a calm and orderly environment in lessons and around school. Most pupils listen carefully to their teachers and focus on their learning. A few pupils struggle to meet the high expectations that leaders and staff have. Pupils are gently reminded by staff to concentrate. Bullying is rare. Pupils are confident to report any concerns to adults. Pupils know that they have a voice and a right to be heard. Staff act swiftly to sort out any problems.

Most pupils demonstrate high levels of respect towards others. They learn about this through the school's work as a 'Rights Respecting School' as well as through the personal, social and health education (PSHE) and citizenship curriculums. Pupils know that it is ok to be different. They learn about different cultures and religions, as well as what it means to be a global citizen. Pupils have a strong understanding of their rights, the rights of others and the principles of respect and equality.

Governors understand the role they have to support and challenge leaders. New governors have quickly grown in confidence. These strategic leaders now make careful checks to ensure that leaders are taking the right decisions. There are clear signs that new leaders and governors have begun to address some of the issues that have prevented pupils from accessing a high-quality education. Parents and carers acknowledge the changes that have already happened. Staff are united. They know that they are well supported by leaders who look after their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe, including when online. They learn about this in computing lessons as well as through the wider curriculum. Leaders have ensured that there are regular opportunities for pupils to discuss important issues, including wider safeguarding topics.

Leaders have checked that all staff know the safeguarding risks that pupils may face. Staff have frequent training and receive important safeguarding updates through regular briefings. Staff know the signs that pupils may be at risk. Staff act promptly to report any concerns they have about pupils' safety and wellbeing. Leaders follow these up carefully. However, a few of the safeguarding records do not have sufficient detail to fully record the actions that have been taken.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders, including governors, have not ensured that subject leaders have the necessary skills to monitor and evaluate the effectiveness of the curriculum. Because of this, leaders have failed to identify where pupils are not being taught the intended curriculum. Some pupils have gaps in their knowledge and do not make as much progress as they should. Leaders should ensure that subject leaders receive the support they need so that they can fulfil their roles effectively in ensuring that the curriculum is taught to a consistently high standard.
- Some support plans for pupils with SEND do not contain precise enough information about how best to help these pupils. Some pupils struggle to access the curriculum alongside their peers. Leaders should ensure that all support plans have clear targets and strategies so that teachers can plan effective support for all pupils with SEND.
- On a few occasions, safeguarding records do not contain sufficient information about the actions that leaders have taken to keep children safe. This lack of clarity can make it difficult for others who work with these vulnerable pupils, as they do not always know the actions that others have taken to safeguard pupils. Leaders must ensure that all safeguarding records accurately capture sufficient information so that there is effective information sharing between all appropriate personnel.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121359
Local authority	North Yorkshire
Inspection number	10227196
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing	Richard Shuttleworth
Headteacher	Fiona Sharp
Website	www.broomfield.n-yorks.sch.uk
Date of previous inspection	16 March 2017, under section 8 of the Education Act 2005

Information about this school

- A new headteacher was recently appointed and took up post from April 2022. Prior to her appointment the deputy headteacher was acting headteacher from January 2022.
- The school does not make use of any alternative provision.
- The school has a number of accreditations. These include the UNICEF gold accreditation for the Rights Respecting Schools Award.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

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.

- Inspectors met with the headteacher and other senior leaders. They also met with the chair of the governing body and other governors. A meeting was held with a representative of the local authority.
- To evaluate the quality of education, inspectors carried out deep dives in early reading, geography, mathematics and science. As part of this, inspectors met with subject leaders; scrutinised pupils' work; visited lessons; talked to pupils about their learning and met with teachers. A range of quality assurance and curriculum documents were reviewed, such as the curriculum planning for PSHE.
- Inspectors scrutinised important safeguarding documents and reviewed systems to ensure that pupils were kept safe. This included reviewing information about pupils' behaviour and attendance.
- Inspectors considered parents' views through the responses to the Ofsted Parent View questionnaire; conversations held with some parents as they brought their children to school and through telephone conversations.
- Inspectors considered the views of pupils through formal and informal discussions with pupils and through responses to Ofsted's pupil questionnaire.
- The views of staff were considered through meetings and conversations with different members of staff and from the responses to Ofsted's staff questionnaire.

Inspection team

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Her Majesty's Inspector

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Her Majesty's Inspector

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