

Broadfield Primary School

Address: Goddard Street, Oldham, Greater Manchester, OL8 1LH

Unique reference number (URN): 149609

Inspection report: 21 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard 

Leaders care deeply about pupils and their families and consistently put their best interests first. Highly positive relationships are deliberately embedded at the heart of the school's work. Staff fully support leaders' aspirational ambition and know pupils extremely well. There is an unwavering and purposeful focus on supporting pupils' wellbeing and preparing them for life beyond school. Leaders work closely with families and specialists to ensure that all pupils access the experiences on offer, regardless of any barriers. Initiatives such as the 'girls can' club explicitly ensure opportunities are open to all.

Leaders have purposefully designed a carefully tailored personal development programme that reflects the school's context and pupils' needs. As a result, pupils develop a secure and impressive understanding of life beyond school. They know how to stay safe, including online and within the local community. They understand the importance of maintaining their physical and mental health.

Pupils speak about fundamental British values in a mature and considered way. They understand the importance of respect and value diversity, including differences in appearance or religious beliefs. Pupils have a secure understanding of stereotypes and discrimination.

Pupils are extremely proud to carry out roles that make a meaningful contribution to the school and wider community. For example, they successfully organise fundraising for charities and take part in activities such as litter picking to improve the local area. Members of the school council have purposefully campaigned for initiatives such as 'meat-free Mondays' to reduce the school's carbon footprint. Other leadership roles, including librarians, health champions and assembly monitors, build pupils' confidence and sense of responsibility.

Leaders are highly aspirational for pupils' futures. They provide a wide range of opportunities to support pupils to develop their talents, interests and ambitions. Pupils gain valuable and transferable life skills, such as budgeting, musical proficiency and building a 'can-do' attitude. They are introduced explicitly to a broad range of future careers, including medicine, sports and engineering.

Expected standard

Achievement

Expected standard 

Published data shows that pupils generally attain in line with the national averages for reading, writing and mathematics. In 2025, their attainment in some areas, such as reading, was below that of other pupils. Leaders have fully explored the reasons for this and have taken swift action to ensure that pupils' achievement in reading improves. Pupils who are disadvantaged, those with special educational needs and/or disabilities and those with other

barriers to learning and wellbeing progress steadily from their starting points. Overall, pupils achieve well and are typically ready for their next steps.

Pupils broadly secure their knowledge across the curriculum. Most pupils speak with confidence about their current and previous learning. Some aspects of the important writing knowledge that pupils need for future learning are less secure, resulting in some gaps. These gaps in pupils' knowledge, including in their written work, are not consistently addressed as quickly as they could be.

Attendance and behaviour

Expected standard 

Leaders have a clear strategy in place to support pupils' attendance. They are proactive in exploring the reasons why attendance might be a barrier for individual pupils. This enables them to provide appropriate support, including by working with external professionals and families. As a result, attendance has improved, although some pupils are late to school in the morning. Persistent absence has been above the national average over time. However, due to leaders' successful actions, it is now reducing, especially for disadvantaged pupils.

Pupils behave well across the school. They are polite and well mannered towards their peers and adults. Leaders have worked effectively to improve pupils' behaviour. They support pupils with special educational needs and/or disabilities well. Pupils understand leaders' expectations for them to be responsible, respectful and ready to learn. They are eager to learn new things. The school's environment is calm and orderly. Staff typically apply behaviour policies with consistency. Bullying and unkind behaviour are rare, but pupils know that staff will quickly address any issues if they arise.

Curriculum and teaching

Expected standard 

Leaders have adopted an ambitious and well-designed curriculum to cater for mixed-age classes. They focus on developing pupils' enjoyment and eagerness to learn. For example, an 'immersive day' each year, including an earth day and visit to the seaside, offers exciting learning opportunities that develop pupils' knowledge across the curriculum.

Staff implement the curriculum typically well. They have secure subject knowledge and explain new learning clearly. Leaders understand where to further improve teaching. They ensure that pupils develop the important knowledge that they need from the early years to the end of key stage 2.

Teachers focus on developing pupils' language and vocabulary, particularly for pupils who speak English as an additional language. They know pupils' individual needs well and adapt teaching where necessary. Teachers revisit previous learning regularly so that pupils can build on their prior knowledge and practise important learning. Leaders have strengthened the ways that they check pupils' knowledge and understanding. This means that staff generally identify gaps in pupils' knowledge and organise additional teaching to address these. As a result, pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, typically learn well across a range of subjects.

Early years

Expected standard 

Leaders have implemented a carefully designed early years curriculum that ensures children have a positive start to their education. They have made deliberate choices to develop children's communication and language skills, beginning in the classroom for 2-year-old children. Leaders provide staff with appropriate training to develop their expertise. Staff routinely introduce children to new vocabulary. High-quality interactions from staff develop children's speaking and thinking skills. This particularly supports children who are learning English as an additional language. For example, 2-year-old children delighted in naming animals they might see on their visit to the farm.

Staff foster children's love of reading, with new learning centred around high-quality texts. The phonics programme is taught with fidelity from the start of the Reception Year. This supports children in developing fluency and accuracy in reading. Staff provide targeted support for children who need additional help.

Leaders have prioritised effective partnerships with parents and carers. This helps children to settle quickly and engage in learning. Children progress well across the curriculum from their starting points. Staff typically check children's learning carefully. As a result, children are well prepared for their move to Year 1.

Inclusion

Expected standard 

Leaders create a welcoming and inviting school community with a sharp focus on supporting pupils and their families. Pupils arrive happily each morning. Some pupils attend a breakfast club, which provides a calm and positive start to their day.

Leaders work particularly well with families and external services to provide timely support when needed, including speech and language therapy. They have effective systems to identify and assess pupils' additional needs quickly, including for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Pupils' barriers to learning and wellbeing are reduced using successful approaches. Staff focus on strategies that benefit all, following a step-by-step approach to tailored adaptations and resources in lessons. This enables pupils, including those who speak English as an additional language, to access learning alongside their peers. Leaders carefully check pupils' individual targets and the support that they receive so that pupils make steady progress in their learning, particularly those who are disadvantaged and those known to social care. This includes in 'Ash' classroom, where staff sensitively support pupils' emotional needs alongside their learning. Staff benefit from appropriate training, with a focus on developing pupils' independence in learning. Leaders use additional funding effectively to ensure that pupils who are disadvantaged and those with SEND are well supported to access all that the school has to offer.

Leadership and governance

Expected standard 

Leaders and those responsible for governance make decisions in the best interests of pupils. They are particularly mindful of the school's local context and the need to support

vulnerable pupils and their families. They have created a school community built on firm relationships.

Leaders know the school well and have identified the correct priorities for improvement. They take effective action to address these areas. For example, leaders acted swiftly to address some underachievement in previous years, implementing renewed assessment systems to identify and address gaps in pupils' learning. They have worked carefully to improve pupils' attendance.

Staff benefit from an effective and wide-ranging programme of professional learning to build their expertise. Leaders utilise links with external professionals and the trust to support this. Staff enjoy working at the school and appreciate being part of a close team. They feel well supported with their wellbeing and workload, for example with additional time given to complete tasks outside the classroom.

Parents and carers are very positive and supportive of the school. They feel included in school life and enjoy many opportunities to visit. Parents are particularly appreciative of the support for their children and their families.

The trust and members of the local governing body are committed to supporting the school in its work. There is a shared culture of collaboration. The trust ensures that statutory duties are met. The trust, along with local governors, provides robust support and challenge to aid the school's continual improvement.

What it's like to be a pupil at this school

Pupils are happy to belong to this caring school. Leaders have created a culture in which pupils feel safe and secure. Pupils develop positive relationships with their peers and staff. They know that staff will support them should they have any concerns or worries. This includes for any rare incidents of unkindness or bullying, which staff resolve quickly and effectively. Pupils behave well across the school. They have a very clear understanding of why the school's values are important to follow both in school and beyond. For example, they know why it is important to 'believe in themselves' and to treat other people equally regardless of any differences they may have.

Pupils access an ambitious curriculum that is typically taught well. Leaders have high expectations for pupils' achievement. Pupils, including those with special educational needs and/or disabilities, typically rise to these aspirations. They show positive attitudes towards their learning. Pupils make suitable progress from their starting points and are ready for their next steps in education.

Leaders carefully identify and reduce pupils' barriers to learning and wellbeing. This is particularly the case for pupils who are disadvantaged and those who speak English as an additional language. Leaders have successfully focused on reducing pupils' levels of absence from school.

Pupils benefit from varied and meaningful opportunities that extend far beyond the classroom. They enjoy many visits to museums, parks and places of historical interest.

These visits help to deepen pupils' understanding of the curriculum and the world around them, while providing experiences that they might not otherwise have. They learn new skills and interests by attending a variety of clubs, such as in sewing, sports, animation and choir. Pupils are incredibly well prepared for life in the society in which they live.

Next steps

- Leaders should ensure that any gaps in pupils' foundational knowledge in writing and in the wider curriculum are addressed so that pupils achieve consistently well by the time they leave school.
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About this inspection

This school is part of The Pinnacle Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nick Lowry, and overseen by a board of trustees, chaired by Dominic Wall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, school leaders, staff and pupils during the inspection. The lead inspector met with representatives of the trust and the local governing body, including the chairs of both boards. They also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Principal: Elizabeth Moran

Lead inspector:

David Lobodzinski, His Majesty's Inspector

Team inspectors:

Liz Davidson, Ofsted Inspector

Cath Cooke, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context

Total pupils

388

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

399

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

42.95%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.09%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.31%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	43%	62%	Below
2023/24 (final)	59%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	64%	75%	Below
2023/24 (final)	74%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	68%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	53%	47%	Close to average
2023/24 (final)	58%	46%	Above
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	65%	63%	Close to average
2023/24 (final)	83%	62%	Above
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	71%	59%	Close to average
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	53%	69%	-16 pp
2023/24 (final)	58%	67%	-9 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	65%	81%	-16 pp
2023/24 (final)	83%	80%	4 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	71%	78%	-8 pp
2023/24 (final)	75%	78%	-3 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	71%	81%	-10 pp
2023/24 (final)	71%	79%	-9 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.1%	5.2%	Above
2023/24 (3 term)	5.7%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.2%	13.3%	Above
2023/24 (3 term)	20.9%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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