

Inspection of Broomfield School

Broomfield Avenue, Northallerton, North Yorkshire DL7 8RG

Inspection dates: 24 and 25 April 2024

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

What is it like to attend this school?

Pupils enjoy attending this friendly, rapidly improving school. Pupils are enthusiastic about the school's new curriculum. They like the variety of subjects. Pupils enjoy hearing from the visitors who bring the curriculum to life. Pupils appreciate the opportunities to take on leadership roles in school. For example, pupils shared how the school listens to what pupils like about the school meals. Pupils know that adults care for them. Bullying is rare. Staff deal quickly with any incidents. Pupils attend and behave well. They live up to the school rule of being 'ready, respectful and safe'.

The school has undergone significant changes over the past two years. The school's work to improve the curriculum, and how it is implemented, is beginning to have an effect. Pupils can confidently recall what they have learned in recent lessons. However, pupils sometimes struggle to remember important subject knowledge that they covered previously. The school is taking steps to address the gaps in pupils' knowledge. The school is ambitious for pupils but pupils do not, currently, achieve as well as they could.

Parents and carers speak highly of the school. For example, one parent said, 'Our children love Broomfield School. They are making excellent progress thanks to the hardworking staff who provide a safe and nurturing learning environment.'

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

All pupils, including pupils with special educational needs and/or disabilities (SEND), have access to an ambitious curriculum. The school has developed well-sequenced plans for all subjects. The school is at an early stage of implementing its revised curriculum. In subjects such as mathematics and history, pupils are able to use what they have learned when they move onto new learning. However, in some subjects pupils do not have the breadth and depth of knowledge they need. The school is taking appropriate action to address this issue. It is too early to see the impact of this improvement work in the school's published outcomes.

The school has successfully introduced a new phonics programme. Staff teach reading consistently and effectively. Children in the early years learn phonics right from when they start school. Pupils who fall behind in their reading get the help they need to catch up. There are pupils across key stage 2 who continue to receive additional support to develop their early reading skills. Pupils enjoy reading for pleasure. Pupils talk enthusiastically about the wide range of books they read in school. The quality of the teaching of reading is not reflected in recent published outcomes for the end of key stage 2. This is because previously pupils had not benefited from the recent improvements made by the school.

The effectiveness of the school's checks on what pupils know varies from subject to subject. In some subjects, such as the teaching of reading, staff are quick to identify, and resolve, any misunderstanding pupils may have. However, in some other subjects the school does not address pupils' misconceptions as effectively as it

needs to. There are sometimes missed opportunities in lessons when pupils' errors could be corrected quickly.

The school has robust systems for identifying any additional needs pupils may have. Pupils benefit from the support of well-trained staff. Pupils with SEND follow the same curriculum as their peers. Teachers carefully adapt lessons to meet the needs of individual pupils. The school ensures pupils with SEND get the help they need. Pupils with SEND achieve well.

The early years curriculum is well planned. Children use the different learning areas confidently. Children's knowledge of the world around them builds steadily. For example, children learn about scientific plant names when they are using the school's mini garden centre.

The school has successfully introduced a new behaviour policy. Staff implement this effectively. Pupils have positive attitudes to learning. They behave well in lessons and around the school. Pupils benefit from a strong personal development programme. Pupils are clear about how to stay safe online. The school provides a wealth of activities, including trips and guest speakers, to broaden pupils' awareness of the world in which they live. Pupils learn about equality and protected characteristics. Pupils understand what rights people have. Pupils contribute to the wider community through charity events, such as raising money for the local hospital.

Governors have a good understanding of the school. They contribute strongly to the school's strategic plans. Governors provide effective support and challenge to school leaders. Governors monitor pupils' achievement closely. Governors, along with leaders at all levels, work with a range of partners to ensure the school has sufficient capacity to improve. Leaders carefully consider the well-being of staff when introducing improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are at an earlier stage of implementation than other subjects. In these less-developed subjects, pupils do not have the breadth and depth of knowledge they need to support new learning. This means pupils do not achieve as well as they could. The school should ensure that pupils have regular opportunities to learn, revisit and recall important subject knowledge to prepare them for the next stage in their education.
- In some subjects, pupils' misconceptions and errors are not identified, or addressed, effectively. This is limiting pupils' understanding and achievement in

these subjects. The school should ensure that staff consistently check pupils' understanding and respond accurately to assessment opportunities as they arise.

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	121359
Local authority	North Yorkshire
Inspection number	10340043
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair of governing body	Richard Shuttleworth
Headteacher	Fiona Sharp
Website	http://www.broomfield.n-yorks.sch.uk/
Dates of previous inspection	28 and 29 June 2022, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since April 2022.
- The school was not using any alternative provision at the time of the inspection.
- There is a breakfast club provision which operates on the school site, overseen by the governing body.

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.

- Inspectors held meetings with the headteacher, curriculum leaders and other staff. The lead inspector met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to leaders, spoke to some pupils about their learning and looked at a sample of pupils' work.
- 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 put pupils' interests first.
- Inspectors considered responses to Ofsted's staff survey and Ofsted's online questionnaire, Ofsted Parent View, including any free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Paul Martindale, lead inspector

Ofsted Inspector

Joanne Shaw

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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