

# Inspection of a good school: Broadacre Primary School

Amy Johnson Way, Hull HU7 3NP

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Inspection dates:

14 and 15 September 2022

## Outcome

Broadacre Primary School continues to be a good school.

## What is it like to attend this school?

This is a happy school where pupils enjoy learning. Leaders have created a welcoming 'family feeling' in the new, large school building. They are determined that all pupils, including those in the specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision), develop a sense of belonging to Broadacre.

All adults at Broadacre have high expectations for the pupils. Leaders work with the trust, governors and staff to improve pupils' learning at every opportunity. Improvements to the mathematics curriculum mean that this subject is taught particularly well. Pupils learn and remember important facts and methods which they use confidently to solve complex problems. Many pupils say this is their favourite lesson.

Pupils' behaviour, in lessons and at playtimes, is extremely good. Pupils enjoy helping each other. They say that bullying is very rare, but if it happens, staff deal with it quickly. Pupils know that adults will help them if they are worried. The atmosphere in and around the school is calm and purposeful. Staff and pupils show great respect for each other.

Although leaders focus rigorously on improving the attendance of pupils, persistent absence remains high. Leaders and governors continue to look for ways to support families to ensure that their children attend school. Many parents appreciate the support the school gives to them. A significant number describe the school as 'fantastic'.

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

Senior leaders work with the trust to develop and train knowledgeable and enthusiastic subject leaders. They have created and implemented an ambitious curriculum for pupils in key stages 1 and 2. However, in some subjects, it is not clear how learning builds from the early years. There is still further work to do to join up learning across the school.

Teachers are positive about making changes to improve learning. They feel well supported

to plan stimulating, interesting lessons. They encourage pupils to work hard. Pupils revisit past learning regularly in lessons. Teachers use careful assessment to plan pupils' next steps.

Leaders are prioritising improving the teaching of reading. They recognise that historical outcomes were not good enough and some older pupils still have gaps in knowledge. These pupils are receiving extra, daily help to master phonics. Teachers provide daily opportunities for pupils to read or listen to quality stories. This is helping pupils to become more enthusiastic about reading.

Recently, leaders have introduced a new phonics scheme. They ensure staff are well trained. This enables all adults to teach reading skills effectively. Pupils learn to decode words from the earliest days in Reception classes. Leaders know that a greater focus on fluency is now needed to help pupils make faster progress. Pupils practise reading regularly, using books that match the sounds they are learning. Pupils who are finding reading difficult have extra phonics sessions to help them catch up.

Leaders have carefully planned learning across the wider curriculum. In some subjects, such as history, pupils revisit concepts such as invasion or settlements. This helps them to make links between events in time. However, there is still further work to do to identify the precise knowledge that pupils should learn in some other areas of the curriculum and some other subjects.

Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), can access the full curriculum. Teachers know how to make adaptations to support learning if these are needed. Pupils with SEND have clear, detailed plans to help them achieve. Pupils with autism spectrum disorder who attend the specially resourced provision have bespoke support plans to enable them to work in mainstream lessons when they are ready. The support pupils receive is high quality and effective. All staff are determined to help all pupils learn successfully.

Children in the early years benefit from a bright, inviting learning area, both inside and outside the building. Staff focus on vocabulary development through song and rhyme. Adult interactions are well planned to support children to become resilient, purposeful learners.

Leaders have created a curriculum which focuses on pupils' personal, social and emotional development. Pupils learn about values such as democracy and respect for others. They have a good understanding of different faiths and religions of the world. Pupils can attend some extra-curricular sporting clubs. However, parents and pupils would like a wider range of opportunities to develop talents and interests.

Governors and representatives of the trust have an accurate understanding of the school. They provide effective support and challenge to leaders. This helps them to improve the school. Staff, including early career teachers, are overwhelmingly positive about the training that they receive. Leaders value their staff and place a high priority on their well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise keeping children safe. Staff are well trained and understand the local risks for pupils. They know how to recognise signs that may indicate a child could be at risk of harm. Staff report concerns quickly. Records about concerns are well organised and detailed. Leaders ensure that training is updated regularly to reinforce safety messages and share information. Staff know families well. They work with them and engage other professionals to support families when this is needed.

Pupils say that they feel safe. They know that they can talk to adults if they have any worries. They are confident that staff will help them. Pupils learn how to keep themselves safe in lessons and assemblies.

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

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

- In some subjects, leaders have not identified the precise knowledge they want pupils to know and remember or how learning builds from the early years. This means that it is not clear how learning will build progressively over time. Leaders must make sure that the curriculum sets out the precise knowledge pupils will learn in all subjects and clarify links to learning in the Reception Year.
- The school's enrichment curriculum is limited. Pupils do not have sufficient opportunities to explore their wider talents and interests or to learn more about the world beyond the school. Leaders must accelerate their efforts to ensure pupils have experiences to support future aspirations and knowledge of the world around them.

## 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 first ungraded inspection since we judged the predecessor school, Broadacre Primary School, to be good in December 2015.

## 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](#)' 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

<b>Unique reference number</b>	144669
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10241362
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	494
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graeme Brook
<b>Headteacher</b>	Lisa Staines
<b>Website</b>	<a href="http://www.broadacreprimaryschool.org/">www.broadacreprimaryschool.org/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Broadacre Primary School converted to become an academy school in April 2018. When its predecessor school of the same name was last inspected by Ofsted it was judged to be good overall.
- Broadacre Primary School is part of the Humber Education Trust.
- The school uses one alternative provision.
- The school has Nursery classes.
- The school operates a breakfast club.
- There is a specially resourced provision in the school that accommodates up to 10 pupils with autism spectrum disorder.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector completed deep dives in these subjects: early reading, mathematics and history. She reviewed planning, met with subject leaders, visited lessons, reviewed

pupils' work and spoke to teachers and pupils. The inspector also listened to a sample of pupils read to a familiar adult.

- The inspector reviewed a range of school documentation and policies. She spoke with the executive headteacher, the head of school and other senior leaders. A meeting was also held with the special educational needs coordinator.
- The inspector visited the specially resourced provision for pupils with autism spectrum disorder.
- The inspector met with members of the local governing body, including the chair of governors. She also met representatives of the Humber Education Trust.
- To inspect safeguarding, the inspector held meetings with the designated safeguarding leads in the school. A meeting was also held with the office manager to scrutinise the single central record held by the school. The inspector considered safeguarding processes and asked staff questions to establish their understanding of these procedures.
- The inspector observed pupils during playtime and lunchtime. She discussed safeguarding with pupils.
- The inspector considered the views of parents by speaking to several of them during the inspection. Responses to Ofsted Parent View, including the free-text comments, were also reviewed. The responses to the staff and pupil surveys were taken into account.

## **Inspection team**

Andrea Batley, lead inspector

His Majesty's Inspector

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