

# Inspection of Broad Heath Community Primary School

Hanford Close, Coventry, West Midlands CV6 5DP

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Inspection dates: 12 and 13 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

The school is a warm and welcoming place with impressive facilities. Both parents and pupils talk very highly of the school. Leaders want the very best for all pupils. They want pupils to become well-rounded learners with a rich variety of experiences. Leaders make sure that the school's motto of 'To gain' threads throughout the school's work.

Pupils work and play together well. This positive attitude towards others is evident in all year groups. Bullying is not tolerated. Pupils are happy and feel safe. They learn about how to keep themselves safe in lessons. Pupils are polite and courteous. The school is a place where pupils cooperate and value each other and respect each other's differences.

Pupils enjoy school. They have positive attitudes to learning in many subjects. They like the many theme weeks and trips linked to their topic work. Pupils talk about these with enthusiasm. Leaders' determination ensures that every pupil's experience is a positive and successful one and takes into account their individual needs. As a result, pupils flourish and thrive.

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

All leaders have a clear vision for the school. They want pupils to succeed. Leaders have high aspirations for all staff and pupils. They want pupils to leave school as responsible 'Broad Heath Citizens' who understand how to play their part in the world.

Leaders have developed a rich and varied curriculum, including in the early years, which links to the school values. This includes many opportunities to enrich pupils' day-to-day experiences. As a result of this, pupils find their learning exciting. Most teachers have a good knowledge of the subjects that they teach. Where this is not as good, teachers do not present subject matter clearly. As a result, some pupils become disengaged from lessons. Children get a good start to life in school. Curriculum plans in the early years are well sequenced and allow children to build on what they already know and can do.

Pupils understand the importance of reading. They have access to interesting books from the school library, which they enjoy. Children in the Reception class begin learning letters and sounds quickly. Most children can apply the skills they learn to their reading and writing. Teachers know when pupils need extra help to keep up. They provide support quickly. Pupils' vocabulary is enhanced, and a love of reading develops because of leaders' investment in books. As a result, pupils become increasingly confident and fluent readers. The books that pupils read are well matched to sounds they have been learning. The 'reading gladiator' group extends reading opportunities well for the most-able readers.

Pupils with special educational needs and/or disabilities receive good support. Leaders and staff understand pupils' needs well. Leaders and teachers work with parents to put suitable plans in place. Pupils are included fully in lessons, and have work and support matched to their needs. Where appropriate, pupils get extra help. For example, a speech and language therapist works with some pupils each week.

Leaders prioritise pupils' personal development. This is a strength of the school. Many interesting activities and opportunities enrich pupils' personal development. They also take part in a wide range of clubs, including sports, sewing and art. Pupils understand why they need to show respect to others. They feel valued and treat each other in the same way. Pupils have a wide range of opportunities to develop their skills in becoming effective citizens. They take these roles and opportunities seriously and know that they must be good role models to others. For example, a selection of pupils contributed to the planning of the Japanese Peace Garden in Coventry War Memorial Park.

School leaders have ensured that there is a strong focus on respect, diversity and anti-discrimination in school. This focus on values enables pupils to understand and discuss moral and ethical issues. Many pupils are confident speakers.

Children in the early years learn to follow routines, listen carefully and behave well. This continues as pupils move through the school. Pupils understand about different types of bullying. They are confident that teachers will deal with it quickly if it ever happens. They know they can talk to an adult if anything worries them.

Governors are passionate about the school but do not consistently ask leaders sufficiently probing questions. Records of meetings do not record appropriate levels of challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure pupils are safe. Staff have a thorough understanding of the role they play in keeping pupils safe. Adults know pupils well and are quick to identify and report any signs that may suggest a pupil is at risk of harm. Leaders work effectively with many pupils and families who need extra help and support. The team works closely with the relevant agencies. Recruitment checks on the suitability of staff working in the school are robust. Pupils feel safe in school. They know that adults will help to resolve any issues or worries.

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

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

- The implementation of the curriculum is inconsistent across the school. Leaders need to ensure that teachers have the right level of subject knowledge to deliver the curriculum consistently to the highest standard across all subjects.
- Governors do not challenge leaders sufficiently well or hold them to account with enough rigour. They do not ask probing questions and they too readily accept information provided by senior leaders. Governors should ensure that discussions with leaders reflect greater levels of challenge to assure themselves that leaders' self-evaluation is accurate.

## 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

<b>Unique reference number</b>	103672
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10201057
<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>	652
<b>Appropriate authority</b>	Governing body
<b>Chair of governing body</b>	Abdul Khan
<b>Headteacher</b>	Jane Frankish
<b>Website</b>	<a href="http://www.broadheath.coventry.sch.uk/">www.broadheath.coventry.sch.uk/</a>
<b>Date of previous inspection</b>	9 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses one alternative provider that is unregistered for one child who attends part time.

## Information about this inspection

The inspector(s) 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 leaders, and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and other senior leaders. They met with representatives of the governing body and the local authority.
- The inspection focused on reading, mathematics, music, Spanish and computing. Inspectors met subject leaders for these subjects and undertook joint visits to lessons. They also talked to pupils and teachers and looked at work.
- Inspectors scrutinised a wide range of documents, including those related to curriculum planning and development, safeguarding arrangements, behaviour and attendance. They also reviewed the school's evaluation of its own performance

and the school's development plans. Inspectors talked to staff about their role in keeping pupils safe.

- Inspectors held informal and formal discussions with many pupils and observed playtime and lunchtime.
- Inspectors met with parents to gain their views of the school. They reviewed responses to Ofsted's online survey, Parent View, and additional free-text comments. Inspectors also took account of responses to Ofsted's online staff questionnaire.

### **Inspection team**

Emma Gater, lead inspector

Her Majesty's Inspector

Vanessa Payne

Ofsted Inspector

John Bates

Ofsted Inspector

Gail Peyton

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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