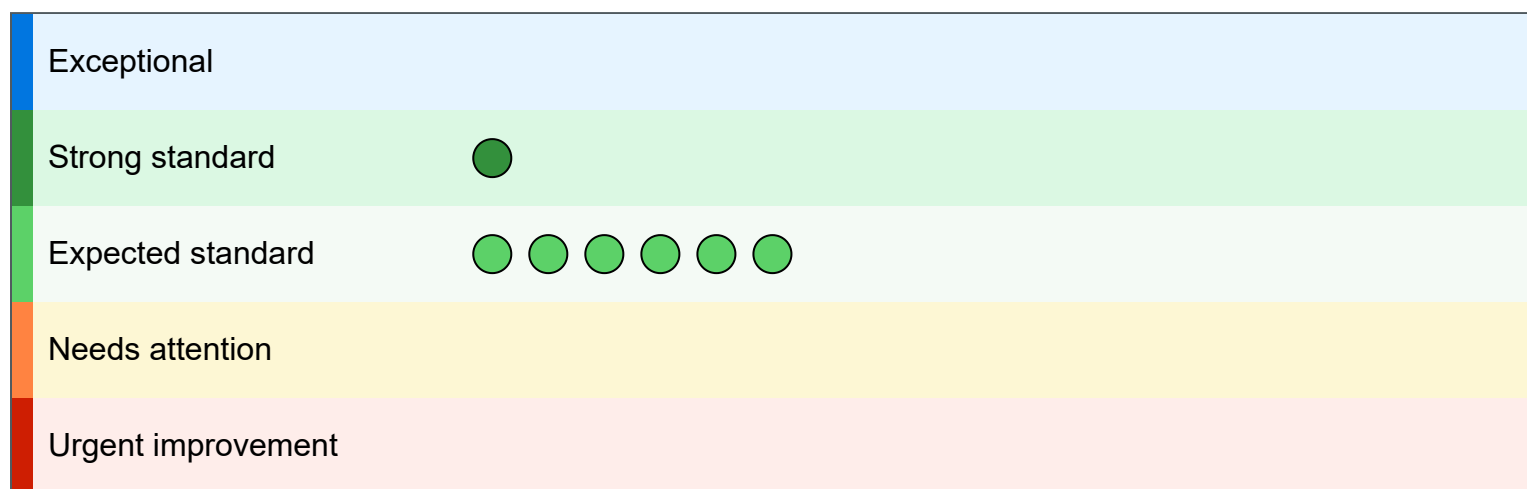


Broomfield Community Primary School

Address: Ploughmans Lea, East Goscote, Leicester, Leicestershire, LE7 3ZQ

Unique reference number (URN): 138805

Inspection report: 21 April 2026



✔ 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 ●

Attendance and behaviour

Strong standard ●

Leaders have successfully promoted the importance of school attendance. As a result, pupils know that learning and attending school are important. All staff take an interest in ensuring that pupils maintain regular attendance. Leaders closely monitor the attendance of pupils. They work well with parents and carers to identify and remove any potential barriers to school attendance. On the rare occasion when a pupil finds attending school difficult, leaders provide effective support. As a result, these pupils overcome their difficulties and attend regularly. In 2025, overall attendance and the attendance of disadvantaged pupils and those with special educational needs and/or disabilities were above national averages.

Pupils live up to leaders' very high expectations. Pupils, and children in the early years, conduct themselves with maturity. When they make mistakes with their behaviour, they sensibly reflect on what went wrong and make corrections. Unwelcome behaviour is rare. Similarly, on the occasions when disagreements arise, pupils sensibly find solutions. When necessary, staff discuss situations with pupils to eliminate potential or actual bullying effectively. Staff provide highly effective support for pupils who find managing their emotions and behaviour difficult. These pupils overcome their challenges so that they learn and socialise happily at school.

Expected standard ●

Achievement

Expected standard ●

Pupils are well prepared with the knowledge and skills they need for their next steps in education. This includes the children in the early years.

Pupils, including disadvantaged pupils, typically achieve in line with, or better than, national averages, in national tests. In books and lessons, pupils demonstrate impressive understanding of reading, writing and mathematics. This includes disadvantaged pupils and those with special educational needs and/or disabilities. In class discussions, pupils express themselves articulately as a result of the improved approach to the teaching of oracy. Similarly, starting in the early years, pupils' books show well-developed handwriting. Pupils are well supported to learn how to read fluently and understand sophisticated texts. Staff ensure that pupils use rich vocabulary in discussion and writing.

Overall, pupils generally learn what they should in other subjects in the curriculum. However, pupils occasionally forget or misunderstand key knowledge for some areas they have studied.

Curriculum and teaching

Expected standard ●

Leaders have in place a curriculum that is ambitious and in line with the national curriculum. Curriculum plans are well organised so that pupils learn in logical steps. This helps them

build what they know over time. Leaders' focus on reading, writing and mathematics has had impressive impact, including in the early years. For these subjects, staff have very high expectations of what pupils can learn and achieve. Staff teach with great precision so that pupils thoroughly learn each element of these subjects. When pupils find elements of reading, writing and mathematics tricky, staff swiftly provide support so that these pupils do not fall behind. This includes adapting learning activities effectively in order to support pupils with special educational needs and/or disabilities. However, the very high quality of teaching is not routinely in place in some of the other subjects taught.

Leaders have a precise understanding of the quality of teaching for reading, writing and mathematics. When leaders find elements of these subjects not working well enough, they put timely measures in place to make necessary improvements. Beyond these subjects, leaders' checks of the quality of teaching and learning are less precise. As a result, elements of these subjects are less well taught.

Early years

Expected standard 

Staff work well with parents, carers and local nurseries so that children experience a positive transition into Reception. Taking account of the precise needs and interests of the children, leaders design an ambitious and stimulating curriculum. Leaders' priority on the development of reading, writing and mathematics has ensured that staff teach these areas precisely and thoroughly. As a result, children learn these well. For example, children enjoy listening to stories and learn the phonics they need to start reading. Similarly, children learn accurate letter formation and start writing words and sentences confidently. Staff also model sophisticated spoken language for children. They help children to speak articulately and extend their vocabulary.

Staff provide stimulating and thought-provoking learning activities for children. Many of these activities successfully promote children's independence. Children learn how to take calculated risks safely. When necessary, staff adapt learning activities to meet the needs of children with special educational needs and/or disabilities. As a result, children learn the curriculum well and make positive next steps into Year 1.

Children show great enthusiasm when learning. They collaborate with their peers well. They readily share and take turns. During class discussions, children listen carefully and make positive contributions.

Inclusion

Expected standard 

Starting in the early years, staff swiftly identify when pupils show signs of special educational needs and/or disabilities (SEND). Leaders build positive partnerships with parents and carers to learn pupils' exact needs. Leaders use the support of external specialists to design the best possible support for these pupils. Leaders' guidance for staff is generally clear enough to ensure that staff know how best to support each pupil. Leaders also ensure that staff are well trained to adapt learning activities to meet the needs of pupils with SEND.

Leaders are developing the way they monitor the effectiveness of the support for pupils with SEND. Leaders have a general understanding of how well these pupils are supported.

However, leaders are not completely certain about the effectiveness of some aspects of the provision, particularly the impact of some of the smaller support groups.

Disadvantaged pupils are well supported at school. Leaders target additional funds to ensure these pupils receive what they need to succeed as well as their peers.

Disadvantaged pupils learn the curriculum well. They achieve outcomes in tests in line with national averages. They take part in the wider opportunities at school. There is appropriate training for staff, and the provision needed, to support children in care.

Leadership and governance

Expected standard 

Leaders and trustees have a shared commitment to act solely in the best interest of pupils. In particular, leaders have prioritised the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders have an in depth understanding of the quality of the provision for pupils to learn reading, writing and mathematics. When they find an element of these aspects of the curriculum not reaching their high expectations, leaders swiftly make improvements. However, leaders, including trustees, do not sufficiently check the quality of the curriculum beyond reading, writing and mathematics. As a result, the quality of some aspects of the curriculum occasionally do not reach the very high levels of success found in reading, writing and mathematics.

Leaders' programme of professional development works well to ensure that staff develop their expertise. For example, leaders' ongoing training about how best to support pupils with SEND is leading to improved quality of provision. Staff appreciate the training they receive. They also value the way leaders support staff to maintain reasonable workloads. Staff morale is very high.

Trustees have the skills and expertise needed to fulfil their statutory duties. They show remarkable commitment to ensuring that the school provides high-quality education for all pupils. When improvements are needed, trustees hold leaders accountable to make any necessary changes.

Parents and carers are highly positive about the school. They value the school's positive ethos and how happy pupils are at school.

Personal development and wellbeing

Expected standard 

There is a well-established programme for pupils' personal development. Staff give pupils lots of opportunities to reflect on the spiritual side of life. Pupils consider their own beliefs and those of others. They understand the importance of valuing the diverse beliefs and lifestyles in modern society. Alongside this, pupils are well equipped to discuss differing beliefs, including controversial topics. They listen to others and sensitively give opposing views. Pupils are aware of many of the big issues facing society at present.

Starting in the early years, pupils learn the importance of making positive contributions to their community. In Reception, children tidy up well at the end of activities. Older pupils value and take seriously their positions of responsibility, such as serving as house captains

and school councillors. Pupils understand the fundamental values that underpin British society. They generally know how the electoral system works and the role of Members of Parliament.

Pupils, including children in the early years, understand how to maintain a healthy lifestyle. For example, children in Reception know the importance of personal hygiene and healthy eating. Pupils learn about their emotions and how to maintain positive physical and mental health. Similarly, pupils understand the features of positive relationships and what to do if relationships become difficult. They know the risks they face at school, at home, in the community and when online. They know how to respond when concerns arise.

Pupils value and benefit from the enrichment and extra-curricular opportunities staff provide. They speak enthusiastically about the educational visits to places of local, national and international interest. Pupils also proudly represent their school in sporting events, such as reaching the finals in boys' and girls' football competitions against other local schools. Leaders ensure that disadvantaged pupils take part in clubs to develop their interests and talents.

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

Starting in the early years, pupils delight in learning. Children in Reception are inquisitive. They take pleasure in exploring the learning activities staff provide. In lessons, pupils show impressive focus on their learning. When facing something tricky, they work with determination. They willingly take risks and try new things. Pupils show resilience and learn from their mistakes. Because pupils value learning and school so much, they attend regularly.

Pupils feel safe in the school's caring ethos. On arrival, they greet each other and staff warmly. Throughout the day, pupils show manners, such as holding doors for others. Similarly, during lunchtime pupils eat politely and tidy up after themselves. During social times, pupils are highly sensitive of others' needs. Older pupils model the school's values impeccably. They also assume positions of responsibility across the school. On the very rare occasions of bullying, teachers deal with it effectively so that it stops. In lessons, pupils work with their peers as a highly effective team. They support each other very well and heartily celebrate each other's success.

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, benefit from the school's high-quality teaching that typically meets their needs. As a result, pupils generally learn the curriculum well. Outcomes in national tests are typically in line with, and often above, national averages.

Pupils have lots of opportunities to explore the wider world beyond the school gates and their local community. Pupils are well prepared to live and work alongside people with different lifestyles and beliefs. They also benefit from the enrichment leaders plan alongside the curriculum. For example, Year 6 pupils learn how to apply for jobs in preparation for Year 6 'takeover day', when pupils take up leadership positions at the school.

Next steps

- Leaders should ensure that staff teach all subjects across the curriculum to the same high standards reached in the teaching of reading, writing and mathematics.
 - Leaders should ensure that their checks are sufficiently rigorous to measure the quality of provision across the entire curriculum, including the support for pupils with special educational needs and/or disabilities. Leaders should use the information from these checks to ensure that any necessary changes are made to improve learning and achievement.
-

About this inspection

This school is part of Bradgate Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

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 trustees, the chief executive officer of the trust, the education director of the trust, the headteacher, senior leaders, teachers, support staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Alex Allison

Lead inspector:

Al Mistrano, His Majesty's Inspector

Team inspectors:

Lisa Harrison, Ofsted Inspector

Kerry Williams, 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

181

Below 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

226

Close to 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)

11.05%

Below 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

1.10%

Below 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

9.39%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	69%	61%	Above
2024/25 (revised)	89%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	60%	60%	Close to average

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	77%	74%	Close to average
2024/25 (revised)	89%	75%	Above
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

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	80%	72%	Above
2024/25 (revised)	89%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

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	82%	73%	Above
2024/25 (revised)	89%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	77%	73%	Close to average

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	38%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	S	44%	S

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	54%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	S	60%	S

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	54%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	S	58%	S

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	54%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	38%	68%	-29 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	S	66%	S

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	54%	80%	-26 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	S	78%	S

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	54%	78%	-24 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	S	77%	S

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	54%	80%	-26 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	3.9%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

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)	6.9%	13.3%	Below
2023/24 (3 term)	3.2%	14.6%	Below
2022/23 (3 term)	11.3%	16.2%	Below

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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