

# Inspection of Haslingden Broadway Primary School

Broadway, Haslingden, Rossendale, Lancashire BB4 4EH

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Inspection dates:	14 and 15 January 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Pupils are proud to be part of the 'Broadway family'. They behave well and enjoy school. Pupils develop supportive, respectful relationships with staff and each other. They look out for one another and offer help if someone is struggling or feeling worried. One pupil summed up the views of many by saying, 'If someone is down, we help them to get back up.' Pupils are clear that everyone is welcome at this school.

The school encourages pupils to become positive, active citizens. As members of the eco-council, pupils have planted trees and picked up litter in the local area. Pupils have raised money for charities and donated items to help develop schools in other countries. They are proud of the impact that they have on others through their roles as well-being ambassadors and school councillors.

The school has high expectations for pupils' achievement. Staff deliver a broad and engaging curriculum that extends beyond the academic. Pupils look forward to showcasing their talents at the annual 'Broadway's got talent' and 'Best in Broadway' events. Pupils typically achieve well across the curriculum. Children in early years get off to a flying start in their education and are exceptionally well prepared for Year 1.

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

The school knows its pupils well. Its thorough transition processes into early years enable staff to understand the needs of children before they start school. The school carefully considers how to adapt the delivery of the curriculum to meet the needs of pupils with special educational needs and/or disabilities (SEND). It seeks and acts upon advice from external agencies to ensure that these adaptations are effective.

The school has identified the knowledge and skills that pupils should learn in each subject and the order that these should be acquired. In most subjects, including in English and mathematics, staff deliver the curriculum well and pupils typically develop a secure body of knowledge. However, in some subjects, the school has not defined with enough clarity the important knowledge pupils should learn. This makes it hard for staff to design activities that sharply focus on developing pupils next steps in learning. Consequently, there is some variability in the delivery of these subjects.

In the early years, the school has meticulously identified the knowledge and skills that children should know. Staff skilfully use their interactions with children to seamlessly build on their learning. This includes introducing children to new and highly ambitious vocabulary. The stimulating and purposeful learning environment sparks children's curiosity and enables them to apply their knowledge in a range of contexts.

The school checks how well pupils are learning the curriculum. In early years, these processes are highly effective in checking the depth of children's learning and detecting any gaps in their knowledge. However, in some subjects in Year 1 to Year 6, the checks that are made on pupils' learning are not as precise. This means that some pupils have gaps in their knowledge that are not identified and addressed as quickly as they could be.

Reading lies at the heart of this school. It ensures that children have access to a rich range of books. Pupils spoke enthusiastically about choosing books from the 'Broadway Reading Boulevard'. They described how these books had developed their understanding of the world. Staff are skilled at delivering the phonics programme. The school provides effective support to pupils who have gaps in their phonics knowledge. Pupils rapidly gain confidence and fluency in reading.

Pupils behave well in lessons and when moving around the school. Staff provide effective support to pupils who struggle to regulate their emotions. Children in the early years are highly motivated. They are fiercely independently and sustain concentration in self-directed activities for extended periods. Attendance is prioritised. The school has robust procedures to monitor pupils' rates of attendance. It acts swiftly to address any barriers to attendance.

The school is passionate about encouraging pupils to be active and to engage in purposeful play. It provides a range of outdoor activities at social times to encourage pupils to develop their physical development, creativity, social skills and resilience. Pupils enjoy attending a variety of lunchtime and after-school activities, including crafts, cooking, choir, dance and sports. They take part in a range of trips to broaden their experiences, including to London.

Governors carry out their roles effectively. They consider the workload and well-being of leaders and staff. Governors are ambitious for each pupil to achieve well at school and into adulthood. They ensure that this vision remains central to the decisions they make.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the school has not identified with enough clarity the key knowledge that pupils should learn. This hinders the school from ensuring that lesson activities effectively support pupils to secure, deepen and apply their knowledge. The school should continue its work to refine the key knowledge that pupils should learn in these subjects, so that their learning builds securely over time.
- In some subjects, the school's systems to check how well pupils are learning are not as effective as they could be. They do not clearly identify gaps and misconceptions in pupils' knowledge so that these can be swiftly addressed. The school should ensure that checks on pupils' learning enable the school to accurately check the depth of pupils' knowledge so that, across all subjects, they are well prepared for the next stage in their education.

## 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

<b>Unique reference number</b>	119326
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10348159
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tom McEvoy
<b>Headteacher</b>	Chris Bolton
<b>Website</b>	<a href="http://www.broadway.lancs.sch.uk">www.broadway.lancs.sch.uk</a>
<b>Date of previous inspection</b>	11 and 12 December 2014, under section 5 of the Education Act 2005

## Information about this school

- The school has experienced changes to its leadership since the previous inspection. The current headteacher has been in post since 2021.
- The school does not currently make use of alternative provision for pupils.
- The school operates before- and after-school clubs.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- 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 and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, governors, and staff at the school. The lead inspector spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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 puts pupils' interests first.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors observed pupils at social times and when moving around the school.
- Inspectors spoke to parents and carers and considered the responses to Ofsted's online survey Parent View, including the free-text comments. Inspectors spoke to pupils and to staff to gather their views. Inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors reviewed a range of documents, including those related to the governance of the school.

### **Inspection team**

Liz Dayton, lead inspector

His Majesty's Inspector

Kelly Eyres

Ofsted Inspector

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