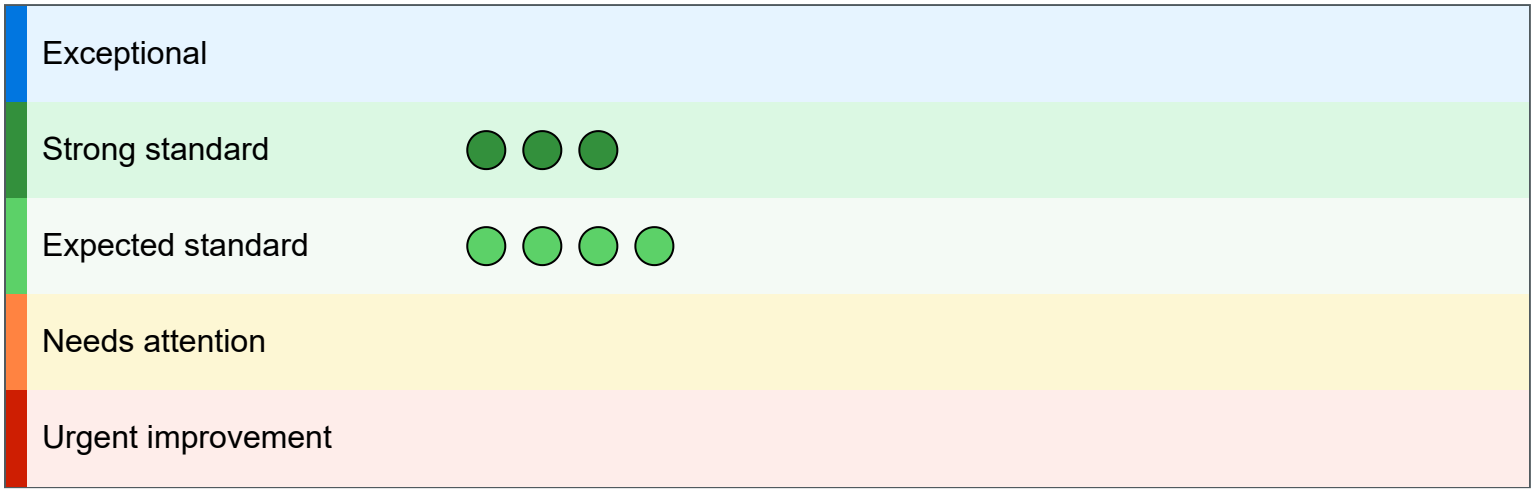
Broughton Primary Academy

Address: Brigg Road, Broughton, Brigg, Lincolnshire, DN20 0JW

Unique reference number (URN): 150025

Inspection report: 29 September 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

Pupils' behaviour and attitudes to learning are strengths of the school. Well-established routines and high expectations enable pupils to make the most of every opportunity to learn. Pupils consistently behave positively and engage purposefully in both lessons and social times. They are polite, respectful and keen to engage in conversation with adults. Pupils speak to one another with high levels of respect. They take turns to speak and listen to others' views. Pupils understand that these behaviours prepare them well for life beyond school. When some pupils struggle to meet the school's expectations, staff support them effectively and sensitively. Pupils say that bullying is rare and that staff deal with it straight away if it occurs.

Pupils enjoy coming to school. They do not want to miss out on learning or the wider opportunities available to them. All groups of pupils attend well. Leaders place clear, consistent communication with parents and carers at the heart of this work. Staff trained to support families and pupils offer carefully considered, bespoke help that enables them to overcome barriers to attending school. Leaders maintain rigorous systems and have a tenacious approach to ensuring that pupils benefit every day from everything the school has to offer.

Leadership and governance

Strong standard

Leaders and governors form a coherent, pupil-centred partnership. This is strengthened by trust-wide experts who work alongside the school. They share a clear vision that every child should be well prepared for life in modern Britain. Leaders understand pupils' needs. They place these at the centre of their decisions. Leaders continually reflect on the school's work and identify ways to improve the offer for pupils further. They balance priorities carefully against the school's context. Over several years, leaders have identified actions for improvement with precision. Their impact is evident in pupils' outcomes, high attendance, effective teaching and refinements to the curriculum. Working with the trust, leaders have created a school that pupils want to attend, where they value their learning as it prepares them well for the future.

The school's professional development offer for staff is a particular strength. The school prioritises professional development to continue enhancing teaching.
In school, staff, including those new to the profession, appreciate leaders' support and guidance. The trust wide offer, which is research-informed, provides professional development pathways that help staff refine their practice and build their leadership skills.

Leaders support staff to manage workload and wellbeing. Staff describe senior leaders as visible, approachable and supportive. Local governors and the trust board maintain oversight of these matters, alongside their wider statutory responsibilities.

Parents and carers speak positively about the school. They say that leaders and staff are welcoming, approachable and know their children well. They describe the sense of belonging they experience as part of the school community.

Personal development and wellbeing

Strong standard

The school prepares pupils extremely well for life beyond school. Leaders carefully consider all aspects of the personal development and wellbeing offer to broaden pupils' horizons and raise their aspirations. Leaders regard this offer as an entitlement for every pupil.

The personal, social and health education curriculum ensures that pupils know how to keep themselves and others safe. They demonstrate comprehensive knowledge of healthy and unhealthy relationships, cyberbullying and online safety. Pupils recognise that the skills they learn will help them into adulthood. For example, all pupils learn to swim through numerous extended opportunities. All pupils also learn first aid in an age-appropriate way. These experiences help pupils become active citizens.

Pupils have a well-developed understanding of equality. They talk confidently about protected characteristics, fundamental British values and the importance of respecting differences. Pupils recognise that, although their local community may not reflect the full diversity of wider society, learning about different cultures, beliefs and backgrounds helps them understand the wider world and promotes tolerance and respect. They articulate the importance of challenging discrimination and treating others fairly.

The school extends its offer beyond the academic curriculum through music, art, sport, cultural events, visits and residential experiences. These opportunities help pupils develop new talents and interests. Pupils relish participating in a wide and varied range of clubs and carefully selected extra-curricular activities, including orienteering, beekeeping, archery, curling, Spanish and the award-winning choir.

The school maintains a continuing focus on mental health. Skilled staff and a school counsellor support pupils' wider pastoral needs.

The combined academic, pastoral and enrichment offer develops pupils' resilience, confidence and independence. This wider offer has improved attendance, behaviour and engagement from pupils across the school. It prepares pupils well for their next stage and for life in a diverse society.

Expected standard

Achievement

Expected standard

Pupils secure the knowledge they need to become effective learners and achieve well. In reading, writing and mathematics, pupils learn important basic skills effectively. These skills support their learning across the wider curriculum. For example, pupils demonstrate fluent handwriting when writing in other subjects. They take pride in presenting their work.

By the time pupils leave the school, they are prepared well for their next steps. Outcomes at the end of Year 6 show that pupils attain in line with national expectations. Staff support pupils with barriers to their learning or wellbeing to make progress from their starting points and achieve well in lessons.

Pupils speak confidently about their learning across the curriculum. They use subject-specific vocabulary accurately, for example, when explaining tectonic plates in geography.

Curriculum and teaching

Expected standard

Leaders have designed a coherent, well-sequenced and ambitious curriculum. They have carefully identified the key knowledge that pupils should learn over time.
Targeted training has developed teachers' subject knowledge and established a consistent approach to classroom teaching. Teachers break learning down into manageable steps that build on pupils' prior knowledge.

From the early years onwards, the school places a sharp focus on oracy. Teachers use subject-specific language to develop pupils' vocabulary. Pupils are growing in confidence and using this language when explaining their learning or presenting in front of others.

The teaching of early reading is a notable strength. Staff teach phonics securely and consistently across the school. Pupils learn to read fluently. When pupils struggle to learn to read, staff provide extra support that helps them catch up. Pupils' written work increasingly demonstrates the school's new approach to the teaching of spelling, grammar and punctuation. Teachers across classes adapt their teaching to help pupils with special educational needs and/or disabilities access learning successfully. Teachers use questions effectively to check pupils' understanding during lessons. At times, however, they do not use the information from these checks efficiently enough to build on prior knowledge, particularly at transition points when pupils move between classes.

Early years

Expected standard

Children make a positive start in the early years. They learn through a well-sequenced curriculum that enables them to make progress from their starting points. Highly focused teaching develops children's language and the early skills they need in reading, writing and mathematics. Children quickly settle into well-established routines and demonstrate positive attitudes to learning. Children are independent, and actively make their own choices. The learning environment is purposeful. Staff understand how to engage children and guide their learning as they work alongside them.

Staff have a clear understanding of children's starting points. They use this knowledge to focus on key next steps, particularly in early writing, where they support children to form letters correctly. Children participate enthusiastically when staff read stories to them. For example, when reading 'The Tiger Who Came to Tea', staff skilfully build on children's prior knowledge. Adults use paired talk, questioning and opportunities for discussion to extend children's thinking and encourage confidence in their communication.

Teachers model the correct vocabulary during mathematics sessions. Pupils become familiar with words such as 'taller', 'longer' and 'shorter' as they make their own comparisons.

Staff know each child as an individual and care for them well in the early years. The school meets all welfare requirements. Staff prepare children well for their next big step in education.

Inclusion

Expected standard

Inclusion is a whole-school priority. Recent changes to school systems have strengthened how staff identify pupils' barriers to learning. The trust has supported this work. The school's considered approach ensures that pupils receive appropriate and timely support. Leaders proactively seek advice from external specialists when needed.

The school focuses on securing high-quality classroom teaching to support its most vulnerable learners. Staff receive training and regular updates that enable them to use effective strategies to support all learners in the classroom. Teachers provide appropriately tailored activities and use carefully chosen resources to personalise pupils' learning. As a result, pupils with special educational needs and/or disabilities participate fully in learning alongside their peers. Staff carefully design interventions to run alongside classroom teaching. This approach enables pupils to secure the knowledge they need to make progress.

The school provision for disadvantaged pupils helps to address gaps in learning, particularly in communication and language. A whole-school approach to developing pupils' oracy is beginning to improve how pupils share their ideas and build confidence when talking to others. Pupils, including the school's most vulnerable learners, access a carefully crafted wider enrichment programme. This programme supports pupils' broader social, emotional and mental health needs.

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

The school provides a welcoming and inclusive environment where pupils feel happy, safe and valued. Pupils take pride in attending. They enjoy coming to school and speak enthusiastically about the opportunities they receive.

The school sets very high expectations for pupils' behaviour. From the early years onwards, children live up to these expectations. Pupils behave well throughout the day. There is no disruption to learning or incidents of bullying. Pupils demonstrate positive attitudes to learning. They try hard to become the best they can be. They know that, by doing so, they can fulfil the school motto of 'reaching for the stars'.

Pupils learn a broad and ambitious curriculum, which teachers adapt well to support pupils with special educational needs and/or disabilities. Pupils expect to achieve well, and they do. They remember the knowledge they need to prepare them well for their next steps in education.

Pupils benefit from warm and trusting relationships with staff. They feel safe and know that adults will listen to them and help with any worries they may have. Pupils cooperate well and interact positively with their peers, including at playtimes. Older pupils recognise and take

seriously their responsibilities towards younger pupils. Leadership roles, such as ‘play leaders’, ‘dining-hall monitors’, ‘wellbeing ambassadors’ and ‘health and safety monitors’, help pupils contribute to making their school a happy and safe place.

The school rightly takes pride in its wider offer for pupils. Pupils have genuine opportunities to develop into well-rounded, well-informed citizens of the future. Pupils speak of the ‘University of Broughton’ as a chance to experience and try new things. Skilled teaching helps them develop an enjoyment of sport and the arts. These experiences build character, resilience and confidence for their future.

Next steps

- Leaders should support staff to consistently use assessment information to make effective adaptations to the curriculum and teaching, particularly as pupils move through school.

About this inspection

This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the principal, vice principal and assistant principal, as well as wider staff during the inspection. The lead inspector spoke with the CEO, representatives from the academy improvement committee and the chair of the trust board.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Daniel Clayton: Principal

Lead inspector:
Sarah Gordon, His Majesty's Inspector

Team inspectors:
Sinead Fox, Ofsted Inspector
Deb James, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

289
Close to 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: 268

School capacity

420
Above 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)

19.03%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.81%
Close to 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: 4.1%

Pupils with special educational needs (SEN) support

9.69%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	51%	61%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	59%	74%	Below

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	72%	Above
2023/24 (final)	80%	72%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	71%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	36%	47%	Close to average
2023/24 (final)	9%	46%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	63%	Below
2023/24 (final)	18%	62%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	64%	58%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	61%	Close to average
2023/24 (final)	45%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	36%	69%	-33 pp
2023/24 (final)	9%	67%	-58 pp

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	81%	-35 pp
2023/24 (final)	18%	80%	-62 pp

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	78%	-6 pp
2023/24 (final)	64%	78%	-14 pp

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	81%	-26 pp
2023/24 (final)	45%	79%	-34 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	3.7%	5.1%	Below
2024/25 (3 term)	3.2%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	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
2025/26 (1 term)	6.2%	14.4%	Below
2024/25 (3 term)	3.6%	13.0%	Below
2023/24 (3 term)	5.8%	14.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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