

Bromley Heath Infant School

Inspection report

Unique Reference Number	109029
Local Authority	South Gloucestershire
Inspection number	356464
Inspection dates	16–17 March 2011
Reporting inspector	Jane Neech HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Neil Todd
Headteacher	Chris Chrystal
Date of previous school inspection	15 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 12 lessons and observed eight teachers. Five lesson observations were carried out jointly with senior leaders. The team undertook three surveys of the working school with the headteacher. Inspectors held meetings with teachers, senior leaders, groups of pupils and parents and carers. The inspectors scrutinised a range of school documentation including policies, data on pupils' progress and safeguarding procedures. They looked at 86 questionnaires received from parents and carers and 14 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How teaching, assessment and marking challenge all pupils so they achieve as well as they can.
- How well the curriculum enables pupils to achieve high standards.
- The impact of middle leaders on school improvement.
- How well the governing body supports and challenges the school.

Information about the school

Bromley Heath Infant School is an average-sized school of its type and serves an area on the outskirts of Bristol. The proportion of pupils known to be eligible for free school meals is below the national average. Most pupils come from White British backgrounds. The proportion of pupils with minority ethnic heritage is very small. The percentage of pupils with special educational needs and/or disabilities is below average. A breakfast club run by the junior school on the same site is available for pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bromley Heath Infant School provides its pupils with a good start to their education. The school motto, 'little steps, big strides, exciting journey', sums up the enjoyable and challenging learning opportunities provided for pupils. Consequently, youngsters are enthusiastic learners who attain high standards, overall, in their work. Parents and carers are pleased with the progress their children make as a result of the school's varied and exciting curriculum. They particularly welcome how the curriculum's cultural aspects are enriched by visits, for example to Bristol Cathedral, providing new experiences for their children.

Youngsters begin school with skills, knowledge and understanding in line with levels expected. Current school data and pupils' work show that the progress for all groups is good and some individuals make outstanding progress, particularly in their skills of communication. Since the last inspection, school leaders have sharpened the systems for tracking pupils' progress and these are effectively used. For example, the school is aware that higher achieving boys are more confident in mathematics than higher achieving girls. As a result, teachers have created some separate teaching sessions for boys and girls. Although these initiatives are still in the early stages, school leaders are pleased with the increased confidence of the girls. The response to the needs of pupils, such as in mathematics, and the commitment of school leaders to raise attainment further demonstrate that the school has a good capacity to accelerate improvement across all aspects of its work.

Bromley Heath is much respected in the local community and regularly over-subscribed, because of the standards reached by pupils and the progress they make. Pupils are well cared for and parents and carers report that the youngest children settle well in the Reception classes. The 'buddy system' which supports transition to the junior school is, as one parent put it, 'fabulous'. Pupils are polite and friendly and behave well. During the inspection, pupils were keen to talk to inspectors about the opportunities offered them through after-school clubs. The effective links with a range of partners, such as sports partnerships, add further opportunities for physical activities.

The good teaching has outstanding aspects, such as providing challenge for all pupils. Since the last inspection, the school has included more problem-solving opportunities in lessons, such as making a toy box from a variety of materials. Consequently, concentration is good and pupils achieve well. Pupils enjoy the investigative nature of their lessons and attendance is high. In an outstanding science lesson looking at the features and purposes of different materials, a discussion among pupils demonstrated how much they had learnt. The emphasis put on active learning helps pupils develop high levels of confidence and cooperation with each other.

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Since the last inspection, the school has made improvements to the marking of pupils' work, so that they understand what they need to do next. Teachers use assessment in lessons but this is mainly focused on asking pupils how well they think they are doing. There are less frequent opportunities for pupils to assess their own and each other's work. The school acknowledges that the routine use of sharply focused assessment, matched to what pupils are learning and their targets, is not yet embedded across the school and this is an area for development.

The governing body has an accurate understanding of the strengths of the school. It has supported the development of middle leaders well, leading to the high aspirations all staff have for pupils. As a result of well-planned governor training, roles and responsibilities are sharply defined. This is an improvement since the last inspection and the governing body makes a valuable contribution in setting the strategic direction of the school. Improvement procedures involve the whole-school community. Parents and carers appreciate the opportunities to put across their views through questionnaires, suggestion boxes and at coffee mornings where school issues are discussed.

What does the school need to do to improve further?

- Teachers should routinely use consistent, sharply focused assessment matched to what pupils are learning and their targets by:
 - giving more opportunities for pupils to talk about what they are learning
 - planning more focused time at the end of lessons to question pupils as to how they have solved problems set
 - providing varied opportunities for pupils to assess their own learning and that of others measured against their targets.

Outcomes for individuals and groups of pupils

2

The overall attainment of pupils at the end of Key Stage 1 National Curriculum tests is high in reading, writing and mathematics. Standards achieved by most pupils in lessons are above average and occasionally high. In a lesson which focused on writing a character description, pupils used imaginative vocabulary well in constructing their sentences. Those groups guided by the teacher and teaching assistant made good progress in the lesson. A few pupils working independently were less focused and as a result made less progress in their learning. Similarly, in a mathematics lesson, groups of pupils were well supported and challenged by the adults working with them and, consequently, made good progress in learning to tell the time. Occasionally during this lesson, pupils lost focus when challenged to work independently and so their progress slowed. The small numbers of pupils with special educational needs and/or disabilities generally make good progress and perform well a result of the timely interventions they receive. At the end of lessons, most pupils are keen to talk about what they have been doing, but are less able to describe their learning. The school recognises that this is an area for development.

Pupils talk about the responsibilities they have in school, including the school and eco councils. They have a good understanding of environmental issues and have contributed to the local community's work on reducing traffic congestion near the school entrance. Pupils know how to stay safe and healthy, particularly enjoying opportunities for growing

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and eating produce from the gardening club. They know about the benefits of exercise, rest, diet and the importance of drinking water regularly.

Pupils get on well together and enjoy the variety of their learning. During a peer-massage session observed, youngsters showed impressive levels of respect for one another during the short session. Parents and carers appreciate the opportunity for their children to take part in these relaxing sessions. Pupils display high levels of concentration, such as in an imaginative handwriting lesson which linked body movements to music. Pupils' smiles told the story as they moved their hands through a mixture of shaving foam and water to practise handwriting patterns in time to the music. ♦

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The challenge offered to pupils in lessons engages them well. The teaching of early literacy skills, such as how to read words from the sounds letters make, is having a positive impact on pupils' progress in reading. Teachers' planning show tasks accurately matched to the needs of individuals, through a clear knowledge of how best youngsters learn. Teaching assistants make a valuable contribution to pupils' learning, particularly when supporting small groups. They use effective questioning to move pupils on in their learning. The school benefits from parents and carers helping in class. These adults are

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well trained by the school and provide support for groups and individuals, such as helping youngsters successfully solve problems.

There was great excitement when parachutes that pupils made were tested, and pupils were proud of their efforts to make a parachute for a toy soldier.

The exciting curriculum provides opportunities for pupils to learn about other communities, such as in geography work relating to what it is like to live on an island. The colourful displays of pupils' work make links between skills and subjects, such as in literacy and art, to record pupils' ideas in writing and drawing. The school has plans in place to extend pupils' knowledge of different communities through links with other countries. Visitors in school contribute to youngsters' developing understanding of a range of faiths and religious celebrations. For example, pupils learn about the Hindu faith through stories and designing Rangoli patterns. The good curriculum promotes opportunities for pupils to develop their organisational skills. This they do well, such as making suggestions for the new outdoor equipment and planning fund-raising activities.

The school's support for groups and individuals ensures that the vast majority of pupils achieve well. As a result of the good care, guidance and support provided, pupils have high levels of confidence in the adults in school. The relatively few interventions are generally well targeted. These result in improved progress for groups and individuals. The school acknowledges that occasionally, where interventions are not as sharply focused, they are less effective. ♦

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers are highly ambitious to ensure all pupils have an equal chance to achieve as well as they can. Leaders' systematic tracking of pupils' progress, and the discussions with staff that follow, lead to the good achievement of most pupils. Performance data on pupils' attainment are regularly reviewed by school leaders, who make good use of the resulting information. The careful analysis of National Curriculum test answers to identify areas of relative weakness leads to actions aimed at supporting pupils' achievement further, such as developing the confidence of more-able girls in mathematics. In this way, the school strives to ensure all pupils have an equal chance to achieve as well as they can. The governing body is firmly committed to improvement and brings a good range of skills to the strategic management of the school. The governing body provides appropriate challenge in its drive for further improvement. Resources are

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well deployed. The school acknowledges that, very occasionally, support for a few pupils is not planned as well as it could be. ♦

Since the last inspection, the school has benefited from the increased contribution of middle leaders, who effectively support school improvement. The school continues to promote pupils' understanding of community cohesion both locally and internationally through curriculum developments. Training for all staff in safeguarding procedures is regularly updated and, as a result, these procedures are robust. Child protection responsibilities are clear and the school works closely in partnership with other agencies and professionals. Results from surveys and questionnaires show that parents and carers are happy with their children's education.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage display confident attitudes towards adults and one another. During the inspection, youngsters were observed 'being the teacher' by counting and writing down who wanted to make a sock puppet. Their competence in organising the task was impressive. Children's outstanding social skills are reflected in their above-average personal skills by the time they reach the end of the Early Years Foundation Stage. Children make good progress from their starting points in early literacy and numeracy and this good progress continues through into Key Stage 1.

The good provision in the Early Years Foundation Stage is enhanced by the improvements to the outdoor equipment, covering physical and imaginative play. Children have a range of activities, including practical work and opportunities to explore things for themselves. Putting water, sand and chalk together to make, as one youngster put it, 'a gloopy mess' provided much enthusiastic teamwork. In this way, adults make learning fun. Careful

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planning ensures there are opportunities to make observations of children's steps in learning. These observations inform the children's learning diaries, which are shared with parents and carers, who appreciate the opportunities to write comments in the diaries in response to their children's progress.

The Early Years Foundation Stage benefits from outstanding leadership. Teaching has an excellent understanding of the needs of the children and tracks their progress carefully. Teaching ensures that plans are adjusted in the light of children's developing skills, and is particularly successfully in creating learning that is personalised for each individual. The end-of-Reception results are analysed each year and discussed with the team to ensure a consistency of approach, and to identify training needs for staff. A key strength is that through staff coaching, adults are continually refining and reflecting on the effectiveness of their practice.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Response to the questionnaire indicates that the overwhelmingly majority of parents and carers are happy with all aspects of their children's education. They appreciate the opportunity to attend workshops provided by the school, such as for reading. They express the view that the smooth transition to the next stage in education is a strength. A very small minority of parents and carers commented on how the school deals with unacceptable behaviour at lunchtimes. During the inspection, inspectors observed positive behaviour at lunchtimes, in the playground and in the dining hall. A very small minority of parents and carers expressed concerns about the security of the school gate. The school has agreed plans for new fencing at the front of the site.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bromley Heath Infant School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	73	21	24	1	1	0	0
The school keeps my child safe	60	70	25	29	0	0	0	0
My school informs me about my child's progress	42	49	41	48	3	3	0	0
My child is making enough progress at this school	48	56	34	40	3	3	0	0
The teaching is good at this school	57	66	28	33	0	0	0	0
The school helps me to support my child's learning	54	63	29	34	3	3	0	0
The school helps my child to have a healthy lifestyle	53	62	31	36	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	58	26	30	1	1	0	0
The school meets my child's particular needs	49	57	32	37	3	3	0	0
The school deals effectively with unacceptable behaviour	40	47	38	44	1	1	1	1
The school takes account of my suggestions and concerns	39	45	38	44	4	5	0	0
The school is led and managed effectively	58	67	25	29	0	0	1	1
Overall, I am happy with my child's experience at this school	64	74	19	22	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 March 2011



Dear Pupils



Inspection of Bromley Heath Infant School, Bristol BS16 6NJ



Thank you for welcoming the inspection team on our recent visit to your school. Many of you spoke to us and showed us your work. Special thanks should go to the school council members and the eco team who took time to talk to my colleagues. We enjoyed our time with you and it was interesting to hear your views, and these helped us to reach our judgements. This letter is to tell you of our findings.



Your school is good. There are some aspects that are outstanding. One of these is how confidently you communicate to one another. The standards you reach in literacy and mathematics are high and your parents and carers are proud of these results. You enjoy learning and your attendance is excellent. You have opportunities to visit new places and your parents and carers appreciate this. You behave well and know how to keep yourselves safe. Your gardening club is a favourite and you enjoy eating the produce you have grown. You told us that you really like taking part in sports activities, such as the multi-sports after-school club. In this way, you know about keeping healthy. In your work, you are making good progress overall, and I know that your headteacher, staff and the governing body are working hard to help you do even better.



I have asked the school to work on helping you to improve your progress and achievement even further. First, I want teachers to give you more opportunities during lessons to talk about what you are learning and match this to your targets. Second, I want you to have time at the end of lessons to talk about what you have learnt, in solving the problems you are set. Third, you need more opportunities to say how well you have been learning, and how well you think your friends have been learning.



You can help by doing your best at all times and making the most of the many opportunities that you have in school. I wish you well for the future.



Yours sincerely



Jane Neech

Her Majesty's Inspector

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