

Broomhill Infant School

Inspection report

Unique Reference Number	108983
Local Authority	Bristol City of
Inspection number	356457
Inspection dates	12–13 July 2011
Reporting inspector	David Shears

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Gail Stubbons
Headteacher	Lesley Newman
Date of previous school inspection	5 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons taught by 10 different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 79 parents and carers and 13 members of staff.

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

- The quality of teaching and learning, and whether it consistently helps all pupils, including those with special educational needs and/or disabilities and more-able pupils, to make good progress.
- The effectiveness of the curriculum in supporting the development of core skills in literacy, numeracy, and information and communication technology (ICT).
- The effectiveness of leaders and managers in identifying, monitoring and evaluating specific areas of development to ensure better progress.
- How effectively the school is tackling attendance.

Information about the school

Broomhill Infant is a smaller-than-average-sized primary school. The very large majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average; their needs are mostly moderate learning difficulties and behavioural, emotional and social difficulties. A very small minority of pupils speak English as an additional language and, of these, a very few are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is higher than the national average.

A breakfast club is available for pupils at the school and is managed by the governing body. There is a Children's Centre on the site that is managed by the governing body, although the care provision within the centre is managed externally; the Children's Centre is subject to a separate inspection. The Early Years Foundation Stage is made up of a Nursery and two Reception classes. The school has achieved the Healthy Schools award, the Active mark and the Basic Skills award.

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

Broomhill Infant is a good school. Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1. This is because leaders and managers have focused well on improving the literacy skills across the school. Initiatives to support the speaking and listening skills of children in the Early Years Foundation Stage and the development of their reading and writing skills in Key Stage 1 have contributed well to the good progress that pupils have made, and the effectiveness of this work has resulted in attainment rising from significantly below average to broadly average.

The school has improved from being satisfactory in the previous inspection to good in this. Leadership is good and self-evaluation accurate, and this, together with the increasingly sustained pattern of rising attainment, demonstrates the school's good capacity for further improvement.

Pupils make good progress because the teaching is effective overall, although some inconsistencies remain. Nevertheless, the school has identified these and has plans in place to ensure further improvement. Senior leaders identify whole-school areas for improvement in specific areas and these are detailed in the school improvement plan. They check how well these initiatives are being implemented by sampling lessons and looking at pupils' work, but this does not yet occur across the whole school, making it difficult for leaders to determine fully their consistency and impact. Currently, guidance to staff is of good quality but is not yet formalised sufficiently to inform future monitoring.

There have been many changes in the governing body in recent years. However, it is enthusiastic and has a clear knowledge of the main strengths and areas for development. It is well informed by the headteacher and its understanding of the effectiveness of the school, in terms of pupils' progress, is improving. As a result, it is beginning to challenge the school appropriately.

Teachers plan lessons that meet the needs of most pupils, although more-able pupils are not always sufficiently challenged. In the large majority of lessons, pupils are actively engaged in their learning, ensuring their good attention and positive attitudes, although there are sometimes missed opportunities to use technology to enhance learning. Occasionally, pupils spend too much time on the carpet. At these times, the pace of learning drops and pupils are less active, resulting in some pupils losing interest and consequently making satisfactory rather than good progress.

The curriculum is organised well and provides imaginative and effective opportunities for learning. In particular, it is modified well for pupils with special educational needs and/or disabilities, although the provision for more-able pupils is less evident. The school emphasises the practising of pupils' literacy and numeracy skills in other subjects well, as reflected in the Basic Skills award, although this is not as effective in ICT.

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The care of pupils is a strength. Pupils talk easily and naturally about how safe they feel in school, and parents and carers agree. In particular, the care for pupils for whom circumstances make them vulnerable is outstanding. As a result, pupils have positive attitudes and behave well. They are gaining a good knowledge of how to keep themselves safe, such as learning how to use scissors carefully. They have a good understanding of what it means to be healthy, such as eating five portions of fruit and vegetables each day and taking exercise. For example, pupils talked enthusiastically about 'wake and shake', which they said 'keeps us fit'. A high proportion of pupils take part in school clubs relating to sport, resulting in the school receiving the Healthy Schools award and the Active Sports mark.

The school is well aware of the issues regarding attendance. Much has been done to raise its importance with parents and carers, both in terms of following up absence, contacting them immediately when no reason has been given, and encouraging better attendance, such as running clubs before school, including the breakfast club. As a result, attendance has improved this year and persistent absence, although still too high, is reducing. Nevertheless, there are still too many pupils who arrive too late at the beginning of the school day.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that all pupils make consistently good progress, and thereby raise attainment, by ensuring that:
 - activities in lessons always meet the needs of pupils, particularly providing challenge for the more able
 - lessons move at a good pace to maintain the interest and enthusiasm of pupils
 - there are more planned opportunities for pupils to develop their ICT skills across the curriculum.
- Further develop the effectiveness of leadership and management by ensuring that:
 - whole-school improvement initiatives are consistently and effectively implemented in all classes and that senior leaders rigorously record details of what needs further improvement to inform future monitoring
 - the governing body gains a deeper understanding of school improvement so that it is able to challenge the school more effectively
 - attendance is improved by working more closely with parents and carers of pupils who are persistently late or absent.

Outcomes for individuals and groups of pupils

2

Children start school with standards that are well below expectations for their age. They achieve well in the Early Years Foundation Stage and in Key Stage 1 so that they leave with attainment that is broadly in line with the national average, demonstrating good progress. Pupils with special educational needs and/or disabilities are supported well, and consequently make good progress from their starting points. For example, in one lesson about time, less-able pupils were learning to draw their own clock faces outside on the ground, using chalk. This engaged them well and helped them to visualise the clock face.

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There were also opportunities for more-able pupils to make good progress. For example, in a lesson on syllables, they were asked to split up more complex words with a higher number of syllables. The progress of groups of pupils, including pupils known to be eligible for free school meals, is good overall. Although there has been some disparity between a few groups, such as the progress of boys and girls, the school has successfully addressed this so that the gap is closing. The few pupils with English as an additional language are well supported through the focus on literacy, particularly in speaking and listening, and this is enabling them to make good progress.

Pupils enjoy school and have positive attitudes towards their learning. They contribute well to the school by having special jobs to do in their classes, and the school council has a positive impact. For example, they organised a jumble sale and cake stall to raise money for extra fencing for the school. They make a good contribution to the wider community too, through community projects, such as stopping people smoking outside the school, and also visiting the elderly whom they regularly invite into the school for lunch. Pupils have a strong understanding of right and wrong, and engage willingly and confidently in conversation with adults. They are gaining a growing knowledge of other cultures and enjoy taking part in celebrations such as divali, the Chinese New Year and the recent royal wedding.

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	3
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	3
Taking into account:	
Pupils' attendance ¹	3
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

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How effective is the provision?

Lessons have clear learning intentions and pupils are made aware of what the teacher is expecting of them. Good use is made of talking partners so that pupils can support each other in their learning. Pupils are shown examples of what the teacher expects in their work, although there are not always enough questions to challenge more-able pupils. Teaching assistants are carefully deployed and support pupils well, both in whole-class and group sessions, being especially effective when working with pupils with special educational needs and/or disabilities. In particular, those with behavioural, emotional and social needs are helped to manage their behaviour, enabling them to make progress in lessons. Marking, both orally and in books, gives pupils a clear indication of what they have done well and what the next steps in learning are.

The curriculum is based on topics and enables pupils to experience learning first-hand through visits out and special visitors to the school. In particular, the quality of pupils' personal, social and health education is good and contributes well to their personal development outcomes. There is an emphasis on creativity with pupils learning through activities, and the outdoor environment is used to the full. The curriculum is enriched by a wide range of extra-curricular activities that are enjoyed by many pupils. In particular, all pupils in Year 2 have the opportunity to experience an overnight stay, developing their independence.

Effective procedures ensure that the transition to the junior school is smooth, with Year 2 pupils visiting the school in their final term. A wide range of links with outside agencies give good support to the school so that pupils for whom circumstances make them vulnerable make good progress in their personal development. Consequently, they are able to access learning and are increasingly making good academic progress. Pupils who attend the breakfast club are warmly welcomed and enjoy both a healthy breakfast and planned activities that engage them well. For example, after having played board games, they are currently inventing and creating their own games. A dedicated board displays the results of their activities.

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 have a good understanding of the school's strengths and areas for development. There is a strong emphasis on inclusion, shown through the care and attention given to pupils as individuals. This is demonstrated not only through pupils' personal development, but also through the rigorous way in which their academic progress

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is tracked. Teachers are empowered to analyse data and use it well to inform their future planning. Regular pupils' progress meetings are made to check whether any pupils are at risk of underachievement, and interventions are implemented to ensure that they do not fall behind in their learning. Middle leaders are enthusiastic and make a good contribution to the wider curriculum, and the school is keen to extend this further. The governing body is very supportive of the school and is effective in monitoring some areas such as safeguarding, and developing its understanding of school improvement. It has good relationships both with staff and parents and carers. The school finds many ways to engage parents and carers in the life of the school, and parents and carers appreciate the support and care they receive. Partnerships with many agencies give good support and enable pupils to make good progress. The school tackles discrimination well and works hard to promote equality of opportunity. Where any disparity in achievement is found, the school works hard to address it, for example in closing any gap in variation between different pupil groups. Arrangements for the safeguarding of pupils are of good quality, and risk assessments ensure that pupils are kept safe both in school and on trips. In particular, the attention given to the medical needs of pupils and first aid is outstanding. The school has a good understanding of its own community and pupils noticeably get on well together. They have been involved in local community projects such as litter picking. Pupils are gaining a good understanding of the international community through close links with a school in Kenya. Visits from the Kenyan teachers have helped pupils to explore what life is like there, such as exploring their access to water, and return visits have been made by staff at the school. Pupils have exchanged letters with Kenyan pupils. Initiatives to support pupils' understanding of other cultures within the United Kingdom are developing.

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	3
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

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Early Years Foundation Stage

Children make a good start in the Early Years Foundation Stage because induction arrangements ensure that they are well prepared. Good relationships with the children's centre ensure that information about children is shared, enabling a continuation of their learning in the Nursery class. Staff are diligent about children's welfare and effective procedures ensure their safety. The Early Years Foundation Stage environment is bright and inviting, both indoors and outside, and full use is made of both to stimulate the imagination of children. Children's profiles demonstrate the range of learning opportunities across the Early Years Foundation Stage curriculum. Staff maximise opportunities to promote learning and make careful notes of each child's progress. Assessments are then used to plan activities that will build on their learning. Children with special educational needs and/or disabilities are identified early and supported well, although opportunities are occasionally missed to further challenge more-able children. There is an appropriate balance of child-initiated and adult-led activities that ensures that children make good progress. The effective leader of the Early Years Foundation Stage demonstrates a clear understanding of the setting's strengths and areas for development, and works together well with staff to improve provision.

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	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. They said that their children enjoyed school and were kept safe. Parents and carers agreed that they were well informed about their child's progress and supported in helping their children learn. A few parents and carers felt that the school did not take account of their concerns. During this inspection, inspectors found a number of instances where the school had responded to parental concerns. For example, parents and carers requested more information about the curriculum. In response, the school organised classroom visits for parents and carers to share in their child's learning and ran 'family breakfasts' with a specific learning focus, such as reading. Although a few parents and carers were concerned about the management of unacceptable behaviour, inspectors found that, although good behaviour is a challenge for a few pupils, it was managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomhill 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	63	26	33	2	3	1	1
The school keeps my child safe	56	71	20	25	1	1	2	3
My school informs me about my child's progress	52	66	23	29	2	3	0	0
My child is making enough progress at this school	45	57	28	35	3	4	1	1
The teaching is good at this school	45	57	29	37	1	1	2	3
The school helps me to support my child's learning	49	62	27	34	2	3	1	1
The school helps my child to have a healthy lifestyle	48	61	24	30	4	5	1	1
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)	44	56	28	35	2	3	3	4
The school meets my child's particular needs	43	54	30	38	3	4	2	3
The school deals effectively with unacceptable behaviour	36	46	32	41	2	3	7	9
The school takes account of my suggestions and concerns	37	47	33	42	0	0	8	10
The school is led and managed effectively	52	66	20	25	2	3	3	4
Overall, I am happy with my child's experience at this school	59	75	14	18	2	3	4	5

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



14 July 2011

Dear Pupils

Inspection of Broomhill Infant School, Bristol BS4 4UY

Thank you for your warm welcome when we visited your school recently. We really enjoyed meeting you and finding out about your good school.

You told us that you enjoy school and feel very safe because your teachers care well for you. We were impressed with your understanding of how to keep safe and healthy. You are very lucky to have such a nice outdoor area and we were pleased to see you enjoying your learning outside. We are pleased with the good progress that you make in lessons. We particularly liked the way in which you helped each other in your learning.

We think that your school is very good at helping you all to feel special.

We have asked your teachers to make sure that those of you who find work easy are always given work that challenges you to think hard. You could help by telling your teacher if you are finding the work too easy. We have asked that you spend less time listening in lessons, giving you more time to complete your activities. We have also asked that you have more opportunities to use ICT in your learning.

We have asked your senior leaders and the governing body to check how well you are learning in every class, and help your teachers to make it even better.

Finally, we have asked the school to make sure that you all arrive at school at the right time so that you can make the most of every lesson. All of you can help by telling your mums, dads and carers how important it is to have a good start to each day so that you are ready and able to learn as much as you can.

Thank you again for a lovely two days. We wish you all the very best in your future lives.

Yours sincerely

David Shears

Lead inspector

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