

# Broomhill Junior School

## Inspection report

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<b>Unique Reference Number</b>	108919
<b>Local Authority</b>	City of Bristol
<b>Inspection number</b>	377850
<b>Inspection dates</b>	23–24 November 2011
<b>Reporting inspector</b>	Michael Merchant

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Bale
<b>Headteacher</b>	Colin Thompson
<b>Date of previous school inspection</b>	9–10 January 2007
<b>School address</b>	Allison Road Brislington Bristol BS4 4NZ
<b>Telephone number</b>	0117 9775120
<b>Fax number</b>	0117 9775130
<b>Email address</b>	head.broomhill.j@bristol.gov.uk

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	23–24 November 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 12 lessons, taught by the six teachers at the school. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation, and the school development plan. In addition, questionnaires from 30 parents and carers, 90 pupils and 15 staff were analysed.

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

- How effective are strategies to improve pupils' attainment, particularly in writing?
- How accurate are teachers' assessments and the use of assessment information to plan further steps in learning?
- How effective are middle leaders and the governing body in checking attainment, progress and teaching and contributing to the school's improvement?

## Information about the school

This school is smaller than most other primary schools. Most pupils live locally and the large majority are of White British heritage. The proportion of pupils who speak English as an additional language is lower than average. The percentage of pupils who have special educational needs and/or disabilities is above average. Their needs relate mainly to moderate learning difficulties. However, a broadly average proportion have a statement of special educational needs. Pupils are taught in six mixed-age classes: three classes of Year 3 and Year 4 pupils and three classes of Year 5 and Year 6 pupils. The school has a breakfast club and an after-school club on the site. The after-school club is not managed by the governing body and is subject to a separate inspection. A high number of teachers have left and joined the school in the recent past.

**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 Junior School provides a good education for its pupils. Pupils are happy, confident and have positive attitudes towards their learning and each other. One pupil reflected the views of many when saying, 'School is great. We are like one family here.' The very large majority of parents and carers are supportive, and even those who have some criticisms recognise that their children love coming to school.

The school has sustained and built upon the many successful aspects of its work since the previous inspection and enables its pupils to make good progress in both their academic and personal development. By the end of Year 6, pupils' attainment is broadly average and school data and observations in lessons by inspectors show that attainment is rising after a dip in 2011. Pupils make good progress in relation to their starting points when they joined the school, and different groups achieve well. Pupils' number skills, in particular, have improved markedly since the previous inspection, although not all are fully confident in solving number problems which means that too few attain the higher level. Plans to teach writing more effectively, such as through raising awareness of the differences between formal and informal language, are now embedding, but as yet not enough pupils reach the higher level in national tests in English at the end of Year 6. Pupils with special educational needs and/or disabilities receive good support, both in class and in small group or individual tuition sessions, which enables them to make good and sometimes excellent progress in their learning. Pupils' very strong enjoyment of school is reflected in their ever increasing attendance rate, which is above average.

Care, guidance and support for pupils are good, as are safeguarding procedures. Pupils keep themselves healthy and feel safe. The curriculum is imaginative and exciting, and supports pupils' personal development well. Although already good, there is scope to develop the curriculum further so as to boost the school's existing work on community cohesion and lift further pupils' outcomes in relation to their social and cultural development. Links with people in other parts of the country that are different to their own community are not as strong as they could be. As a result, pupils' spiritual, moral, social and cultural development and provision for community cohesion are only satisfactory.

The headteacher, very well supported by the deputy headteacher, has a clear vision of high-quality provision. Leaders have established a culture where inadequate teaching is not acceptable, and where every teacher is enabled to improve through effective mentoring, coaching and professional development. As a result, teaching is

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good. The best teaching is marked by enthusiasm for the subject and high levels of engagement and fun. Learning is sometimes held back, however, because in a small number of lessons, tasks do not always provide maximum challenge for the more-able pupils.

Even though the school has many consistently good features, staff and the governing body are not complacent and want to lift pupils' attainment even further. They know exactly what actions to take next as a result of accurate self-evaluation and school leaders have maintained the good provision since the previous inspection. The successful actions taken to improve progress in mathematics and more recently in writing, for example, are further proof of the school's good capacity for sustained improvement.

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

- By June 2013 raise attainment so that more pupils reach the higher levels for their age in English and mathematics, by:
  - ensuring that effective techniques to teach writing are employed consistently so all pupils write confidently and creatively
  - developing pupils' higher-level problem solving skills in mathematics
  - making sure that teachers plan for and extend the learning of the more-able pupils at a consistently challenging pace throughout lessons.
- Strengthen the curriculum and extend the school's work on promoting community cohesion by increasing the opportunities for pupils to gain first-hand experience of communities different from their own.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils join the school in Year 3 with skills and abilities that are below those expected for their age. The pupils' work confirms that their attainment is broadly average by Year 6, and currently improving. All pupils, including those with special educational needs and/or disabilities and those with particularly low levels of prior attainment, achieve well. There is no significant difference in the rates of learning and progress of boys and girls. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of all pupils towards challenging targets, coupled with good teaching. Consequently, the quality of learning in lessons is good. Pupils are keen to do their best, work purposefully in lessons and greatly enjoy what they are doing.

Pupils' number problem solving skills have improved markedly since the previous inspection. For instance, in a very fast-paced Years 3/4 numeracy lesson, all groups of pupils made excellent progress and really enjoyed working in groups to complete the challenging task of reflecting regular and irregular shapes. However, this is not always the case as there are occasions when more-able pupils are not fully

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challenged. The pupils make good progress in their reading as a result of the positive actions taken to promote speaking and listening skills and knowledge of sounds and letters. In a lively Years 5/6 literacy lesson, carefully managed group work and the use of ‘talk partners’ helped pupils to deepen their understanding of, and make good progress in, their persuasive writing. This approach is not consistently applied in all classes, however, and pupils’ progress in writing, although accelerating, still lags behind their mathematical skills.

Pupils enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise. They are learning to take responsibility for their behaviour, which is good, although they still need fairly frequent reminders of what is expected of them in lessons. Pupils have a good understanding for their age of how to be safe in the community. They eagerly take advantage of the many opportunities to participate in the life of the school and are very well informed about other people’s needs. However, their awareness of different ways of life in other cultures and communities closer to home is not developed well enough. Pupils develop good social and interpersonal skills and enjoy working collaboratively. This, together with broadly average standards in the key skills of mathematics and English, means that they are satisfactorily prepared for the next stages of their lives.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teaching overall secures good progress and learning. Many staff model good practice, with fast-paced, highly engaging lessons. Most teachers use questioning

<sup>1</sup> 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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well to draw the pupils into discussion. However, some inconsistencies remain, and this slows some pupils' progress. In a few lessons all pupils sometimes work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the more-able pupils.

The school has set up very thorough systems to check on pupils' progress. These are now used consistently well to ensure that pupils in danger of falling behind are identified and effective support is provided. The good quality of the assessment data also enables teachers to set the next steps for each pupil's learning. The data are also used well by leaders to identify strengths and areas for development in curriculum provision. Teachers mark books carefully, accurately and regularly and the advice teachers give to pupils on how to improve their work is effective. Most pupils, therefore, are clear about the next steps in their learning but this response is not yet routine for every class.

The school has recently revised its curriculum to make it more exciting and creative, and it meets the range of pupils' needs well. The changes have had a particularly good impact on pupils' enjoyment of learning because the curriculum provides more opportunities to fully develop their creativity and imagination; although this approach does not yet extend to full development of their extended writing skills across all themes. A good range of out-of-school activities provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

The school's strong emphasis on promoting pupils' emotional well-being results in them feeling safe, secure and well looked after. Close and watchful support for pupils whose circumstances make them vulnerable and close partnerships with outside agencies ensure that the needs of these pupils are met well. Attendance is above the national average due to the school's highly effective work to improve attendance and punctuality. Pupils greatly enjoy the breakfast club which contributes well to their social skills. Detailed plans identify the strategies that will be adopted for pupils with special educational needs and/or disabilities and those who join the school with particularly low levels of attainment. Induction programmes are very effective for those who arrive throughout the year and those starting in Year 3.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

Senior leaders, staff and the governing body share a determination to make Broomhill Junior an exciting school that aims for the highest possible achievement and attainment. The headteacher has directed improvement well to improve pupils' educational outcomes. For instance, he acted swiftly to reverse a recent downturn in attainment and to accelerate progress in mathematics. Senior leaders track pupils' attainment closely, and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, and the team acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced levels of writing. Middle leaders are increasingly taking on the role of monitoring the quality of provision and tracking pupils' progress within their phase or subject. Clarity in the roles of subject and phase leaders means that they are effective in ensuring that pupils' progress accelerates.

The school has gone through a turbulent time with regards to staffing. Experienced teachers have left and, although the school is now fully staffed, many are new to teaching. The school is nurturing and developing these young teachers well and they are rapidly growing in confidence and competence. Leaders check the school's performance rigorously, offer constructive advice and training and use their highly effective teachers well to extend and share good practice.

At the time of the inspection, there was no evidence of any discrimination, and the school promotes equality of opportunity for all pupils vigorously through careful monitoring and good support. Progress for all groups of pupils is broadly similar, showing that the school's commitment to equal opportunities is translated effectively into practice.

The effectiveness of the governing body is good. It is increasingly able to hold the school to account for its work and has been influential in helping senior leaders to secure school improvement. It fulfils all legal requirements, and all safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

In this inclusive school, every child matters and individual needs are considered very specifically. The school works well in partnership with external agencies to secure extra support for those pupils who need it. The school recognises that more can be done to form stronger relationships with families, especially those that have traditionally been harder to reach. Leaders ensure that pupils are developing into caring citizens who respect and value the views of others, and that a set of common shared values is embedded in every child. While there are good features in the school's existing work on promoting community cohesion in the school itself, the school is aware that some elements have yet to be developed more fully. It is planning to forge links with other schools in more ethnically and socially diverse areas in the United Kingdom and enhance other aspects of this work across the



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curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A lower than average proportion of parents and carers returned the questionnaires. The large majority showed that parents and carers are satisfied with the school, and several commented on its improvement. Nearly all parents and carers who responded to the questionnaire say that the school keeps their children safe and most are happy with their children's experience at the school; they think their children enjoy school, teaching is good and their children are making good progress. However, a number of questionnaire returns had a range of concerns, all of which were investigated thoroughly. In particular, some concerns were regarding the way the school helps parents and carers to support their children’s learning. The school accepts that it could do more to work with parents and carers in this respect. While most parents and carers feel that unacceptable behaviour is effectively dealt with, a large minority expressed concerns. Inspectors observed behaviour in lessons and around the school, held discussions with staff and pupils, and scrutinised behaviour records. Inspectors’ findings are in the report.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomhill Junior 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	53	13	43	0	0	1	3
The school keeps my child safe	14	47	15	50	0	0	1	3
The school informs me about my child’s progress	6	20	19	63	2	7	0	0
My child is making enough progress at this school	4	13	23	77	3	10	0	0
The teaching is good at this school	5	17	22	73	1	3	1	3
The school helps me to support my child’s learning	6	20	20	67	2	7	2	7
The school helps my child to have a healthy lifestyle	9	30	17	57	2	7	1	3
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)	8	27	17	57	4	13	0	0
The school meets my child’s particular needs	6	20	19	63	3	10	1	3
The school deals effectively with unacceptable behaviour	5	17	15	50	6	20	1	3
The school takes account of my suggestions and concerns	5	17	19	63	4	13	1	3
The school is led and managed effectively	6	20	19	63	2	7	2	7
Overall, I am happy with my child’s experience at this school	7	23	20	67	2	7	1	3

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



25 November 2011

Dear Pupils

### **Inspection of Broomhill Junior School, Bristol BS4 4NZ**

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and are proud of how well you are doing. You are right to be pleased, because it is a good school. Here are some of the really good things we found out about it.

- You get off to a good start in Year 3 and you make good progress as you pass through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are similar to most other schools. This is because your teachers teach you well and you also work hard.
- You behave well, both in class and out in the playground. You get on well with the other pupils and look after each other.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- You have a good understanding of how to live healthy lives and feel safe in school.

Your headteacher, the governing body and all the other staff know in detail how to make sure that your school continues to improve. We have asked them to do the following three things.

- Make sure that more of you reach higher levels of attainment in reading, writing and mathematics in the tests you take at the end of Year 6.
- In lessons, ensure that all teachers plan your work more carefully so that it is always well matched to your different abilities.
- Give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom.

You can help your school to do even better by always working as hard as you can. Good luck for the future. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Michael Merchant  
Lead inspector

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