

# Broadmeadow Junior School

Monyhull Hall Road, Kings Norton, Birmingham, B30 3QJ

**Inspection dates** 24–25 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, governors and senior leaders are making rapid improvements to the quality of teaching and to pupils' achievement, and as a consequence standards are rising.
- The headteacher leads with ambition and determination. She has identified the right priorities for improvement and has devised effective strategies for bringing them about.
- Staff work as a cohesive team. They listen to advice and are keen to improve in all areas. They have high levels of confidence in the headteacher.
- Teachers work hard and make sure that lessons are interesting, and that classrooms are bright and cheerful, with displays that reflect pupils' best work.
- Teaching assistants work well with teachers and make a valuable contribution to pupils' learning.
- Additional support for pupils who are disabled or who have special educational needs is carefully matched to the areas they need to improve, and its impact is meticulously checked. The progress of these pupils is improving quickly as a result.
- Pupils' behaviour is managed well and the school is an orderly, friendly place. Lessons are calm and pupils work steadily at the tasks set for them.
- Pupils are rightly confident that the school keeps them safe and say that that bullying is rare.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils are well prepared for life in modern Britain.
- Governors know the school well. They have a clear view of its strengths and weaknesses and ensure the school maintains a strong focus on improving teaching and standards.

### It is not yet an outstanding school because

- Pupils' progress, while good and improving, has not yet accelerated to the point where standards are consistently above average, particularly in mathematics.
- Teachers do not always check how well pupils are making progress during the lessons. At times, the weaker pupils struggle with work they don't fully understand for too long and the most-able pupils are not always challenged enough.
- Too many of the questions asked by teachers require simple answers and do not encourage the pupils to think deeply about their learning.
- There are inconsistencies in the quality of pupils' handwriting and the presentation of their work.

## Information about this inspection

- Inspectors observed learning in 16 lessons and were accompanied by the headteacher during two of these observations.
- Inspectors observed morning playtime and lunch breaks and looked at the way pupils behaved as they moved round the school.
- Meetings were held with a group of pupils, and inspectors spoke to many other pupils during lessons and informally at break times.
- Inspectors met members of the governing body, spoke to a representative of the local authority on the telephone and had meetings with the headteacher and other key managers in the school.
- Inspectors noted the 25 responses to the online questionnaire, Parent View. They also took account of the views of the parents that they met at the start of the school day and looked at the school's own survey of the views of parents.
- Inspectors looked at pupils' work in their books. They heard pupils from Year 3 and Year 6 read.
- They analysed the 20 responses to the staff questionnaire.
- Inspectors reviewed a range of documentation including the school's own review of how well it is doing and its plans for the future, records of how the school manages the performance of staff, information on how well pupils are doing, minutes of meetings of the governing body, and attendance, behaviour and safeguarding records.

## Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

Rowena Green

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is smaller than average.
- The proportion of disadvantaged pupils supported by the pupil premium is well above average. The pupil premium is additional government funding to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils identified as disabled or who have special educational needs is a little higher than average.
- The school meets the government's current floor standards, which are the minimum expectations for the attainment and progress of pupils by the end of Year 6.
- There have been significant changes in staffing since the last inspection. The headteacher took up her post in September 2014 and the deputy headteacher, appointed last term, is leaving after only one term in post.
- There have been changes to the governing body. There is a new chair of governors and several governors have been appointed recently.

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

- Improve teaching and achievement, particularly in mathematics, by ensuring that teachers:
  - systematically check pupils' understanding during lessons and adapt the work set when pupils are finding it too hard or too easy
  - provide more consistent levels of challenge to the most-able pupils as they move through the school
  - ask more questions that require all pupils to think carefully and which deepen their understanding
  - encourage pupils to improve the presentation of their work and the quality of their handwriting.

## Inspection judgements

### The leadership and management are good

- The recently-appointed headteacher, with the support of senior leaders and governors, has made some significant changes that have resulted in improved teaching and good behaviour. She has also encouraged pupils to be more ambitious and develop better attitudes to their learning. As a result, progress is improving across the school and standards are rising. Members of staff and parents told inspectors that the headteacher was making a real difference in the school.
- Senior leaders work well as a team to lead improvements. There is good use of information about pupils' achievement and leaders carefully analyse it to get a clear picture of the strengths of the school and the areas for development. School leaders at all levels have acted to ensure that any weaknesses are quickly addressed.
- Senior and subject leaders check on the quality of teaching regularly and have a clear overview of teaching across the school. They provide good support and guidance for their colleagues. During the recent period of instability in senior leadership, subject leaders have been quick to step in to support the school. Improvements have been maintained because of their flexibility and effectiveness in taking on additional duties and responsibilities.
- The arrangements for teachers' performance management are effective. Teachers' targets for development are closely linked to pupils' progress and to the priorities in the school improvement plan. Leaders ensure teachers are given the support and training they need to meet these targets.
- The monitoring of pupils' progress is meticulous. Staff quickly identify any pupil at risk of falling behind and put additional help and support in place. Leaders check the impact of this support carefully and, if there has been no improvement, find alternative ways of helping the pupil. As a consequence, many pupils, who previously struggled, are making rapid progress and are quickly catching up to where they should be. Funding from the pupil premium is now very effectively targeted to support disadvantaged pupils and is having a positive effect on their achievement.
- The school has planned carefully to ensure it is meeting the requirements of the new National Curriculum in a way that engages children and makes learning interesting. Trips, educational visits and clubs are all used well to bring added relevance and interest to learning. Teachers are adapting their lesson plans to meet the demands of the new mathematics curriculum but leaders recognise that more needs to be done to ensure that the increased level of challenge that is now required in this subject is fully reflected in teaching and in pupils' achievement.
- The school uses the additional funding for sport well to broaden the range of activities on offer and to develop the skills of staff in delivering high quality lessons. The school makes use of the local school sports partnership, which gives pupils opportunities for after-school clubs and inter-school sports competitions. More pupils are now involved in physical activity and this is helping them to lead healthier lifestyles.
- Pupils' spiritual, moral, social and cultural development is promoted well. As a consequence, pupils show consideration and respect for others and have a clear understanding of different cultures and faiths. They appreciate the importance of key values such as democracy, respect and tolerance and are well prepared for life in modern Britain. Leaders ensure equality of opportunity for all pupils and groups, and pupils know that discrimination of any sort is unacceptable. Every pupil is given the chance to succeed.
- Safeguarding arrangements meet statutory requirements. Staff receive termly updates about safeguarding and pupils' welfare has a high priority in the school.
- The local authority views the school as capable of leading its own improvement and has not provided any specific support.

**■ The governance of the school:**

- Despite several changes to the governing body, including the recent appointment of a new Chair of Governors, governors have a clear view of the strengths and weaknesses of the school. They analyse and understand the data on pupils' performance and are well informed about their attainment and progress. This understanding enables them to challenge the leadership and hold the school to account.
- The governing body receives good information on how additional pupil premium and sports funding is helping disadvantaged pupils, the impact this has on pupils' achievement, and how pupils' skills and their involvement in sport are improving as a result.
- Governors possess a good range of expertise that helps them fulfil their various roles effectively. They ensure that safeguarding procedures meet requirements and keep a careful check the school's finances
- Governors are aware of where support is being provided to improve teaching and where elements of less effective performance are being addressed. They ensure pay awards for teachers are linked clearly to pupils' progress and attainment.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils' positive attitudes to learning and good behaviour contribute to their good learning and progress. In most lessons, pupils come prepared to work and try very hard, making the most of the opportunities they are given to learn. They respond obediently to the instructions of teachers and other adults.
- The school's records show that behaviour is generally good. The school is an orderly environment where pupils learn and play together in a calm and friendly manner. Pupils show good manners, are polite to their peers and adults and welcoming to visitors. They line up for the start of lessons quickly and quietly and are very well behaved as they move around the school.
- Teachers and teaching assistants are skilled at managing the behaviour of pupils and act quickly to nip any potential misbehaviour in the bud. Lessons are rarely disrupted by poor behaviour. When individual pupils find it difficult to follow the rules, teachers and the learning mentor provide appropriate help and support so that, over time, their behaviour improves.
- Attendance is average. The school has effective procedures for following up any absence quickly, and the school works closely with outside agencies to follow up any persistent absentees.
- Although many pupils show a pride in their work and take care with their presentation and handwriting, some, particularly in the younger year groups, produce work that is untidy or poorly laid out. For example pupils sometimes form letters carelessly, and do not always use rulers or write on the lines.

**Safety**

- The school's work to keep pupils safe and secure is good. The headteacher provides strong leadership on safeguarding matters. She and the staff are vigilant and take effective steps to ensure that all pupils, particularly those whose circumstances make them vulnerable, are well cared for and protected.
- Staff receive regular training and updates on safeguarding and have a clear understanding of what to do if they are concerned about a pupil.
- Pupils know how to keep themselves safe. For example, they demonstrate a good understanding of how to keep themselves safe when using the internet.
- Pupils reported that there is little bullying and that, if it did occur, the adults in school would sort it out quickly.
- A large majority of parents say that their children feel safe in school and are confident that the school has appropriate measures in place to ensure that the school environment is safe.

**The quality of teaching** is good

- Teaching is good across a range of subjects, including in reading and writing, although it is not always as effective in mathematics as it is in other subjects. Most pupils make at least expected progress overall and many make more in reading and writing. Pupils are interested in their learning and concentrate well. Teachers and teaching assistants gain the respect of the pupils, who behave well and enjoy lessons.
- Teachers have established good routines that ensure transitions between activities are smooth and little time is lost when between activities in lessons or between different lessons.
- Teaching assistants work very well in partnership with teachers and they make a valuable contribution to learning and progress, supporting pupils of all abilities well.
- Classrooms provide bright, cheerful environments for learning. Walls are covered with examples of pupils' best work that celebrate their achievements. Displays contain many pointers that help pupils learn, such as lists of words they can use in their writing.
- Most teachers make mathematics challenging because they are aware of what each pupil can do and because they plan carefully to fill any gaps in their knowledge before moving them on to the next level of difficulty. For example, in a lesson on fractions, the teacher provided a range of activities for pupils to work at. This meant that some were doing higher level work, such as working out which fractions were equivalent to each other, while others were practising adding or ordering fractions. In this way all pupils were able to use their skills confidently to move forward in their learning. However, in mathematics, as in other subjects, teachers do not always check how well pupils are making progress during the lessons or adapt activities when it is clear that this is required. As a result, weaker pupils sometimes struggle with work that is too difficult for them.
- Teachers encourage pupils to read widely. Pupils have good access to a range of books through the school library and reading is celebrated through special events such as 'Book Week'. Where pupils are struggling with their reading, they are given help to develop skills and confidence, and as a result they make good progress.
- Writing is taught well. Teachers help pupils understand the way that writing is structured differently for different purposes, such as for letter-writing or story-telling. Teachers ensure pupils learn and understand technical language relating to grammar. This helps pupils understand what they have to do and strengthens their ability to give and to understand explanations.
- Pupils know how well they are doing and know what they need to do to improve because of teachers' clear and helpful feedback. The marking of pupils' work is effective. Teachers provide praise for good work and helpful comments to guide pupils to the next steps of their learning. Pupils report that they find teachers' marking very helpful.
- In some lessons teachers ask thought-provoking questions that encourage pupils to think deeply about their learning or that clarify pupils' understanding. However, this is not consistently the case in all lessons, and too often, teachers' questions require a simple answer that does not provide a high level of challenge. This restricts pupils' progress, particularly that of the most able.

**The achievement of pupils** is good

- Pupils enter the school in Year 3 with standards that are broadly average in reading, writing and mathematics. Last year, although attainment improved overall, and pupils left at the end of Year 6 with standards that were broadly average in reading, writing and mathematics, results were slightly lower in mathematics. Fewer pupils achieved the higher levels in mathematics compared to the other two subjects. This year, standards are rising again, and the school is able to offer evidence that suggests that results are on track to be above the national average in all subjects.

- Although the work in books shows that most pupils who left in 2014 made good progress overall during their time in school, this was not always reflected in their test results in mathematics. The progress made by pupils currently in the school in mathematics has improved rapidly this year. The school's own assessments of pupils show that the current Year 6 are on track to make significantly better progress than the equivalent group in 2014. The school has focussed successfully on improving teaching in mathematics this year and to identifying and remedying gaps in pupils' mathematical knowledge; this is the reason for the significant improvement in achievement in mathematics that is now being seen in most classes.
- Pupils currently in school are making good progress from their different starting points in reading and writing. This reflects the school's increasingly good teaching and the effective use of performance information to identify where additional support is needed. The school is now providing better opportunities for all pupils to write at length and to analyse a wide range of texts.
- Disabled pupils and those who have special educational needs make good, and sometimes outstanding, progress. Books show that some pupils have made remarkable progress in a short time because of the extra support and care they have received.
- In 2014, disadvantaged pupils left school two terms behind all pupils nationally in mathematics and reading and a term behind in writing. Compared to other pupils in school they were a year behind in mathematics and writing and more than a year behind in reading. The school identified that the progress of disadvantaged pupils last year was not good enough and took decisive action to ensure that this did not happen again. As a result, the progress of disadvantaged pupils currently in the school has improved substantially.
- The most-able pupils do not always make as much progress as they could. They make slower progress in Year 3 than they do across the school as a whole. By the end of Year 6 their progress has accelerated and by the time they leave, most have made expected progress in reading, writing and mathematics. Not enough, however, consistently make more than expected progress in any of these subjects.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103286
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	456273

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

<b>Type of school</b>	Junior
<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>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tammy Tearoe
<b>Headteacher</b>	Gaynor Gaynor
<b>Date of previous school inspection</b>	17 November 2011
<b>Telephone number</b>	0121 4641717
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