

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
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Mr Colin Thompson  
Headteacher  
Broomhill Junior School  
Allison Road  
Brislington  
Bristol  
BS4 4NZ

Dear Mr Colin Thompson

### **Short inspection of Broomhill Junior School**

Following my visit to the school on 13 September 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You, along with staff and governors, know the school extremely well. You have continued to build on the school's strengths. Together you have successfully tackled the areas identified in need of further improvement at your previous Ofsted inspection.

Leaders are ambitious for the school and have a determination to provide the best education for the pupils. You, your staff and governors identify where improvements need to be made and take the required actions. For example, further improvements need to be made in mathematics and spelling, grammar and punctuation. However, there are effective plans in place to quickly tackle these areas.

Governors have a good understanding of the strengths and weaknesses of the school. They have clear systems and structures in place to enable them to effectively monitor the work of the school and hold leaders carefully to account. However, development plans do not clearly indicate how the impact of actions taken will be evaluated or which leader and governor will be responsible for checking their success.

You and your teachers have developed a curriculum that excites, inspires and challenges pupils. As a consequence, pupils enjoy their learning and achieve well.

The school is a calm and purposeful place. Pupils quickly settle to their learning as a result of well-established routines.

Pupils describe how they feel safe and secure. They talk positively about the care, guidance and support they are given. As a result, they are happy to come to school.

Parents are generally happy with the school. However, some have concerns regarding the experiences their children are having at school, especially concerning inappropriate behaviour. Inspection evidence shows that the school has clear policies and procedures in place which are fully implemented to support pupils; these include the appointment of a learning mentor and your close work with outside agencies. However, you and your governors know that further work is required to ensure that parents feel more confident about how the school deals with any incidents of antisocial behaviour.

### **Safeguarding is effective.**

There is a shared culture of ensuring that pupils are kept safe. Staff and governors receive regular training, and those with responsibility for safeguarding hold up-to-date qualifications at the appropriate level. Leaders, including governors, have a clear understanding of their duties, such as keeping pupils safe from the risks of radicalisation and extremism.

Pupils are taught how to keep themselves safe through carefully planned activities including aspects such as e-safety. As a result, they understand the associated risks of sharing information online and with people they do not know.

The school works effectively with other agencies and services to minimise risks to pupils. All of the safeguarding documents, records, processes and procedures are fit for purpose and successfully implemented.

### **Inspection findings**

- Since the previous inspection there have been year-on-year improvements in the achievement and progress that pupils make in reading, writing and mathematics. The strengths identified at the last inspection remain.
- Leaders and governors, through accurate evaluation, know precisely which areas need to improve further. In particular, you know the progress pupils make in mathematics is not good enough, especially in pupils' ability to record their thinking and reasoning. There is clear evidence of effective action being taken to rapidly bring about further improvement in this subject. For example, pupils are provided with increased opportunities in their mathematics lessons to verbalise their thinking with teachers and each other. This was observed in a Year 6 lesson where the activity excited and challenged pupils, deepening their understanding

of place value.

- You have a strong and committed teaching team. Teachers demonstrate a strong desire to secure the best opportunities to ensure pupils do as well as they can in all aspects of their learning. For example, pupils spoke with enthusiasm about the wider experiences that the school has to offer which include sports, arts and music clubs. Older pupils are particularly appreciative of the homework club you run, allowing them the opportunity to complete activities set.
- Teachers have a good understanding of what pupils know, can do and understand. They plan class activities which effectively take into account the differing needs of pupils. As a result, learning activities typically provide a good level of challenge and support for pupils. However, teachers are not complacent and are looking to ensure that pupils make the best possible progress, especially in mathematics and spelling, grammar and punctuation.
- Published data shows a consistent improvement in pupils' achievement in reading, writing and mathematics. Current progress information shows that pupils continue to make strong progress in these areas. Work viewed in books supports the school's progress information.
- Leaders at all levels monitor the progress of disadvantaged pupils, who are entitled to pupil premium funding, very closely and ensure that extra support is put in place where necessary. As a result, the progress that these pupils make has risen quickly, diminishing any differences between their peers in school and those nationally. Similarly, the most able disadvantaged pupils are also making strong progress. Teachers plan activities which precisely meet the needs of pupils and maximise their learning. The strong progress that disadvantaged pupils are making in reading, writing and mathematics demonstrates the effective use of this money and the positive impact it is having.
- The school quickly identifies pupils who have special educational needs and/or disabilities. Plans are put in place to enable these pupils to make strong progress from their starting points. You and your teachers have identified where progress for these pupils is not as strong as it should be and are working closely with leaders, including the learning mentor, to ensure that support programmes are swiftly put in place.
- Pupils describe how teachers encourage them to read frequently, both at school and at home. Consequently, pupils read to me with assured confidence. The most able readers welcome the opportunity to select books from favoured authors and can clearly articulate their likes and dislikes when selecting texts. They demonstrated their good comprehension skills and could discuss readily how authors 'pull the reader in' by the use of cliff hangers. Those pupils who find reading more challenging demonstrated a range of approaches when faced with unknown words and were successfully using these, indicating that reading is taught effectively.
- The exciting curriculum stimulates the pupils' eagerness to learn, providing them with those skills and knowledge necessary for them to be successful in the next stage of their education. For example, pupils in Year 3 were talking with enthusiasm about their work on 'super heroes' and were clearly able to explain what it is they want to learn across a wide range of subjects during this topic.
- Governors have a good range of experience and expertise. They visit the school

regularly and challenge leaders at the school from a position of knowledge and understanding. They carefully track the progress of pupils and have a good grasp of the quality of teaching. They are aware of their statutory duties. For example, they know that the website, while compliant with the Department for Education's requirements, needs to be easier for parents to navigate.

- Effective systems to monitor pupils' attendance ensure that they attend school regularly. Where you identify that attendance for some pupils is not regular, decisive action is taken. As a result, attendance is improving and is now in line with the national average.
- Pupils welcome the opportunities the school offers to take on roles and responsibilities. For example, younger pupils are allocated a buddy to ensure that playtimes and lunchtimes are typically happy experiences.
- You work well to develop pupils' understanding of what it means to live in Britain today. British values are taught effectively. Pupils talk knowledgeably about respect, democracy and equality. For example, in voting to become members of the school council pupils understand that this is the same democratic process as the way that British Members of Parliament are elected.
- Pupils explain that they are happy at the school. They describe the strong relationships they have with staff and how they can approach them to discuss any concerns they may have. Pupils report that they feel safe and secure. However, older pupils describe how staff in school can be 'a little too protective'.
- Pupils understand the difference between right and wrong. During the inspection they talked positively about the behaviour in school and how any incidents of bullying are quickly dealt with. They are understanding and considerate of the needs of each other, demonstrating tolerance for those pupils who find it more challenging to conform to school rules.
- While many parents are pleased with the education their child is receiving, with the school being described as 'pretty wonderful', some parents expressed concerns with the experiences they have with the school. Inspection evidence shows that while the school does tackle the issues raised by parents, this is not sufficiently well communicated.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- effective leadership of teaching remains a priority to enable the proportion of pupils making outstanding progress to further increase, especially in mathematics and spelling, grammar and punctuation
- development plans indicate how and when leaders and governors will check that actions taken have improved the learning and progress of pupils
- communication and engagement with parents are quickly improved to provide them with a better understanding of the work of the school and the progress their child is making.

I am copying this letter to the chair of the governing body and the director of children's services for Bristol. This letter will be published on the Ofsted website.

Yours sincerely

Jen Southall  
**Her Majesty's Inspector**

### **Information about the inspection**

During this inspection I met with you, your deputy headteacher, other leaders and three members of the governing body. I also spoke to an officer from the local authority.

You and I made short visits to lessons to observe pupils' attitudes to their learning and to look at pupils' work. I listened to readers to evaluate the school's effectiveness in the teaching of reading.

A wide range of documentary evidence was considered, including records relating to safeguarding, school self-evaluation, development plans and information about the progress pupils are making.

I spoke with pupils during lessons and at playtime. I took account of the 30 responses from parents to Ofsted's online questionnaire, Parent View.