

Broomhill Junior School

Broomhill Road, Hucknall, Nottingham, Nottinghamshire NG15 6AJ

Inspection dates

23–24 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has a deep sense of care and aspiration for pupils. He is determined that pupils have positive learning experiences and the necessary skills to develop into mature young people.
- Leaders, governors, staff and pupils throughout the school are committed to the core values of trust and respect that underpin the very strong relationships within the 'Broomhill family'.
- Governors receive detailed information about the school that they use well. They effectively challenge leaders and contribute their skills to the school's push for progress.
- Leaders ensure that teaching is consistently good. They have been particularly successful in improving the teaching of reasoning in mathematics. This is now a particular strength across the school.
- Pupils make good progress from their starting points, with some rapid progress in mathematics. Disadvantaged pupils and those who have special educational needs and/or disabilities make the same good progress as others. They are supported by carefully tailored interventions.
- Pupils are keen to learn because the school's curriculum interests and enthuses them. They enjoy a wide range of experiences, including unique opportunities linked to the school's own farm.
- Pupils behave well during the school day, including at lunch and playtimes. There is a strong sense of tolerance and understanding. Pupils say that they feel safe, valued and well cared for.
- Teachers throughout the school do not consistently ensure that pupils check and accurately apply their English grammar, punctuation and spelling in their writing.
- Teachers are not all equally skilled at ensuring that pupils know how they could improve their writing to reach the highest standards. This applies particularly to the most able pupils, including those who are disadvantaged.
- Senior leaders have not ensured that priorities and expectations are clearly enough defined. This means that leaders across the school are not always able to secure consistently rapid progress across their subjects.

Full report

What does the school need to do to improve further?

- Improve the teaching of writing, so that pupils' writing is of the highest standard, by all teachers:
 - supporting the accurate application of English grammar, punctuation and spelling skills and developing consistent habits among pupils of self-checking their writing
 - ensuring that pupils know how to improve their written work, especially the most able pupils, including those who are disadvantaged.
- Improve leadership and management throughout the school by sharpening the school's priorities and the expectations of subject leaders so that all leaders can be fully held to account for pupils' progress in their areas of responsibility.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher drives a compelling and established ethos of the 'Broomhill family' that is at the heart of what the school does. This permeates all staff, who 'go the extra mile' in their commitment to care and give pupils positive experiences. For example, the site manager's husbandry of the farm gives pupils unique experiences of how food moves from 'farm to fork'.
- The headteacher and other leaders are equally clear about wanting to ensure that pupils have the skills and aspirations to be successful learners. Leaders have effectively implemented wide-ranging actions to secure considerable improvements since the last inspection.
- Leaders have a clear and consistent focus on improving teaching and learning. They have been successful in promoting a commitment to improvement from all staff. They have ensured that this is underpinned by rigorous checks on teaching, followed up by actions for improvement.
- The headteacher and other leaders have actively engaged with the local authority, other local schools and a teaching school alliance to find effective forums for exchanging ideas and securing appropriate training. Leaders have combined guidance and training well with their knowledge of teachers' strengths to secure rapid improvements in mathematics teaching and better achievement since the last inspection.
- Since the last inspection, leaders have improved the school's systems for assessment and tracking pupils' attainment and progress throughout the school. Leaders are not sufficiently clear, however, on what knowledge and skills are lacking where pupils' progress is slower, especially in writing.
- The headteacher ensures that other leaders are provided with support and challenge. They have a clear understanding of their roles and are showing the confidence to make a significant contribution to the school's continuing improvement. The headteacher has rightly identified, however, that their expectations and priorities are not sharp enough to enable them to drive further improvement in their subjects or other areas of responsibility.
- The quality of pupils' spiritual, moral, social and cultural education is a strength of the school. It is evident in pupils' pride in their school and the special opportunities it gives them, their keenness to learn and how well they get on together. Interesting and active learning is clearly evident throughout the school. As well as the opportunities linked to the farm, pupils relish forest school activities, for example. Samples of artwork proudly displayed around the school show the care with which pupils have drawn and painted. They are highly valued by all.
- Pupils celebrate the fundamental British value of democracy through elections to the school council. They engage enthusiastically in discussions about the upcoming general election and role play the procedures of a magistrates' court, for example. Pupils show tolerance and respect towards adults and classmates, based on the strongly held core school values of 'respect, relationships, reflective, responsible'. They develop an appreciation and understanding of other cultures through a range of cross-curricular themes, including the arts. A particularly powerful example was seen when, during a

themed morning around Islam and Ramadan, a teacher skilfully and sensitively helped pupils to explore their views, including responses to issues of extremism. Pupils show an appreciation of service to others through a range of charitable activities and relish special responsibilities such as collecting the eggs.

- Leaders use the pupil premium funding very well. Direct adult support within the classroom and for specific interventions, including pastoral support, is carefully targeted to accelerate the progress of disadvantaged pupils. Teachers respond flexibly to pupils' needs. They use additional teachers and teaching assistants successfully to support learning.
- This includes identifying the most able disadvantaged pupils and pushing them on to further challenges. Leaders have ensured that all pupils have every chance to participate and be successful in all aspects of timetabled and extra-curricular activities.
- Funding is used effectively to ensure that pupils who have special educational needs and/or disabilities receive the support they need. The provision for these pupils is a strength of the school.
- Leaders use the additional funds from the physical education and sport premium to good effect. They have ensured that teachers have worked alongside coaches to improve their teaching and coaching skills. Pupils have many opportunities to take part and be successful in a range of sports and competitions, including gymnastics, dance, tag rugby, golf and activities to encourage less confident and active pupils.

Governance of the school

- Governance has strengthened since the last inspection. Governors are committed to the strong ethos of care in the school and share the determination of leaders to secure good progress for all pupils. The governing body has a clearer understanding of the importance of checking for itself the detailed information reported to it.
- Governors have a secure understanding of the school's strengths and areas for development. Reports and minutes of meetings of the governing body illustrate governors' ability to ask school leaders challenging questions.
- Governors have a range of skills and expertise that they use well to add to the overall leadership of the school.
- The governing body knows its responsibilities in relation to safeguarding and to the use of the pupil premium and the physical education and sport premium. It ensures that the management of teachers' performance holds staff accountable for effective teaching and pupils' progress when awarding pay increases.

Safeguarding

- The arrangements for safeguarding are effective. Clear and robust systems and procedures are in place and are understood by all staff. Leaders keep detailed records to support effective and timely work with external agencies. Staff and governors receive relevant training and updates, including on radicalisation and extremism.
- The strong culture of safeguarding keeps pupils safe. Pupils confidently explain about ways in which school helps them to learn to keep themselves safe, including 'stranger danger', road safety and internet safety.

- Case studies and records show that vulnerable children and their families are well supported. The governing body and leaders have made considerable investments in welfare provision, recognising the high level of need in the community. They have funded a family support worker, learning mentors and additional experienced teachers. This means that the school responds swiftly, flexibly and successfully to pupils' and families' needs. Leaders are quick to follow up on any concerns. The headteacher holds challenging discussions with parents and outside agencies, while building effective relationships with families to achieve sustainable improvements.

Quality of teaching, learning and assessment

Good

- Leaders' clear focus on improvement has raised the staff's expectations of what pupils can achieve. Leaders have provided effective training and guidance that have secured improvements in teaching and learning. As a result, inspectors' observations in lessons, detailed work scrutiny and analysis of current school assessment information show that, overall, pupils are now making good progress.
- Teachers use the school's accurate assessment and tracking systems well to guide their planning. As a result, all pupils are taught reading, writing and mathematical skills that are appropriate for their age.
- In mathematics, there have been rapid improvements following teachers' rigorous implementation of the school's mathematics policy and robust training. These have had a significant impact on accelerating pupils' progress by securely building skills and understanding in line with age-related expectations. Teachers now consistently provide greater challenge and tasks that require pupils to apply their skills and deepen their mathematical understanding.
- Inspectors heard pupils reading from all year groups, including the most able readers. They were keen to read and used strategies appropriate to their age to read confidently and discuss what they were reading.
- Teachers plan teaching assistants' work effectively. Pupils who have special educational needs and/or disabilities and disadvantaged pupils receive support which promotes their academic and personal progress well. Consequently, these pupils make at least good progress.
- Writing is taught effectively throughout the school using interesting topics. Teachers make good connections between reading, creative writing and the guided use of grammar and punctuation. Teachers are not equally skilled, however, at demonstrating and explaining the features of highly effective writing. This means that they are not always in a position to guide pupils, especially the most able, to know how to improve their writing to the highest possible standard.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The strong ethos of respect and care that underpins the 'Broomhill family' ethos permeates school life.

- The school places particular importance on its key values of the 'four Rs': respect, relationships, reflective and responsible. The pupils have a clear understanding of these and refer to them with confidence. Pupils told inspectors, 'We all get along if we follow the four Rs.'
- Pupils understand how to keep themselves safe and feel very safe in school. They know who to speak to in school if they have any worries. They understand the different forms of bullying, including cyber bullying, and know how to keep themselves safe in a range of situations. Pupils said that bullying is rare, but were clear about what to do if it did occur.
- Parents who spoke to inspectors, and the large majority who responded to Parent View, were very positive about the support their children receive. They are rightly confident that their children are happy and safe.
- Pupils work well together and listen to and respect each other's views. The pride pupils take in their written work varies, however, especially in less-structured lessons. Pupils are keen to learn but can lack the confidence and resilience to pursue their learning goals independently. They are more confident to apply and extend their skills where teachers ensure that they know what they need to do to improve their work.

Behaviour

- The behaviour of pupils is good. Pupils show courtesy and consideration towards each other and adults. They show curiosity and politeness to visitors in the school.
- Pupils are positive about their learning and enjoy coming to school. They are very proud of their school, particularly their farm, the learning bus and their teachers. Pupils behave well in class and around the school, and interruptions to learning are rare. Where pupils need support with their behaviour, adults are quick to respond to minimise disruption.
- Pupils enjoy receiving rewards and enjoy the extra trips and experiences that are gained for good conduct. They take responsibility for their actions and choices within the school's strong ethos of respect and citizenship.
- The school has taken effective action to improve attendance and reduce the persistent absence of disadvantaged pupils. Leaders know, however, that their stringent actions have not yet been fully effective. They are continuing to work to ensure that all parents understand the importance of high levels of attendance.

Outcomes for pupils

Good

- Pupils' attainment in reading, writing and mathematics is now rising in all year groups because leaders have a clear focus on accelerating progress. Some of the improvements have been rapid.
- Effective teaching in the upper part of key stage 2, particularly in Year 6, has driven some accelerated progress in 2016, particularly in mathematics. Teachers in other year groups are also securing consistently good progress for pupils in mathematics through effective training and rigorous implementation of the school's policy.
- Pupils' work in their books and in lessons showed that teachers are consistently planning for pupils to learn age-related skills in reading, writing and mathematics

progressively. Current pupils are making good progress and securing age-appropriate skills and knowledge in these subjects. Leaders have ensured that the curriculum is broad and engaging, but it is not outstanding yet because teaching does not develop pupils' skills and knowledge as rigorously in other subjects, such as science, history and geography.

- The progress of pupils at risk of falling behind, including disadvantaged pupils and those who have special educational needs and/or disabilities, is being carefully tracked and supported. These pupils are making good or better progress.
- In writing, however, the school has rightly identified that pupils' progress is not sufficiently rapid, particularly for most-able pupils. Teachers have not consistently ensured that pupils are in the habit of self-checking for careless errors and accurately transferring their learning from English grammar, punctuation and spelling effectively into their own writing. Teachers do not consistently give specific guidance that helps the most able pupils to improve their writing and reach the highest standards.

School details

Unique reference number	122585
Local authority	Nottinghamshire
Inspection number	10021939

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

Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair	Trevor Locke
Headteacher	Andrew Beckinsale-Yates
Telephone number	0115 952 5694
Website	www.broomhilljuniorschool.co.uk
Email address	office@broomhill-jun.notts.sch.uk
Date of previous inspection	10–11 February 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is an average-sized junior school.
- Most children attending the school come from the immediate area and are from White British backgrounds.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is close to the national average.
- In 2016, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors observed learning in 25 lessons, including seven jointly observed with the headteacher. Inspectors heard pupils read. The inspectors talked with pupils about their school and looked at pupils' books while visiting lessons. The team scrutinised a large sample of pupils' work jointly with the headteacher and assistant headteachers.
- Inspectors held discussions with the school's senior and middle leaders, members of the governing body and a representative of the local authority.
- Inspectors spoke with parents informally at the start of the school day and considered 14 responses to Ofsted's online parent questionnaire, Parent View, and parents' responses to a recent questionnaire from the school. There were no responses to online surveys of staff or pupils.
- Inspectors looked at a range of documents, including the school's self-evaluation, improvement plans, records of checks on the quality of teaching, the most recent information on pupils' attainment and progress, and information relating to safeguarding, behaviour, attendance and punctuality.
- Inspectors considered the range and quality of information provided on the school's website.

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