

Broadmeadow Junior School

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

Inspection dates

25–26 April 2018

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	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher is passionate about improving the school. With the effective support of the deputy headteacher and assistant headteacher, she is establishing a culture of high aspiration and achievement for all.
- Teachers and other members of staff share senior leaders' ambition for the school. All pupils, including disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities, are well supported and make good progress.
- Governors are actively involved in supporting the school's continuous improvement. Their knowledge and skills allow them to support leaders and to hold them to account effectively.
- The curriculum, with the wide range of enrichment activities it includes, supports the spiritual, moral, social and cultural development of pupils effectively.
- Pupils are positive about their school life. They appreciate the safe and caring environment the school provides and enjoy the range of opportunities and experiences it offers. As a result, there is a calm atmosphere and pupils behave well in lessons and around the school.
- The school has introduced a new topic-based curriculum, which is proving engaging for pupils. However, there are not sufficient opportunities to improve pupils' writing and their oral communication skills.
- Many members of staff have been recently appointed. New middle leaders were appointed this year. As a result, there are variations in the effectiveness of teaching and the new middle leaders still have to make a full impact on the development of teaching, learning and assessment.

Full report

What does the school need to do to improve further?

- Continue to improve outcomes for pupils by:
 - embedding the culture of high expectations for behaviour and progress developed by senior leaders to ensure that all groups of pupils make consistently good or better progress
 - increasing the emphasis on developing pupils' vocabulary and opportunities for extended writing in the new topic-based curriculum.
- Further strengthen leadership and management by:
 - developing the role of the new middle leaders so that they have a sustained impact on the improvement of the quality of teaching, learning and assessment.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher knows the school well. She clearly identifies and addresses the issues that prevent pupils from making good progress. She is relentless in her determination to ensure that pupils behave well and are taught well.
- The appointment of a new deputy headteacher since the previous inspection and the creation of an assistant headteacher's role in charge of behaviour this year have strengthened the leadership team.
- As well as new senior leaders, the school has appointed a large number of new teachers and new learning mentors. The school is fully staffed with well-qualified teachers. Senior leaders provide effective induction and training to ensure that the new team is effective. The vast majority of staff are enthusiastic, support the school's improvement agenda and appreciate the opportunities they have to develop their practice.
- The headteacher has established close links with the adjoining infant school, which is the junior school's main feeder school. They share the same system for tracking pupils' progress and have effective processes in place to ensure smooth progression from key stage 1 to key stage 2.
- Other collaborative work includes participation in a large consortium of local primary schools. Through this network, teachers moderate pupils' assessments with colleagues from other schools and have access to training opportunities.
- Leaders have rigorous systems in place to gather reliable information on pupils' progress. They analysed thoroughly what caused a dip in pupils' performance in national tests in 2016. They concluded that the assessment system they used was not precise enough and that there was not sufficient focus on the requirements of the new tests. As a result, they introduced a new assessment system that allows accurate identification of underachievement to target intervention effectively.
- Leaders monitor the performance of staff through target-setting and regular meetings about pupils' progress. The vast majority of staff have a positive opinion of the accountability culture of the school.
- In order to make learning more engaging and raise aspirations, leaders introduced a new topic-based curriculum at the start of this academic year. There is a strong emphasis on making connections between subjects through topics designed to capture pupils' imagination. While linking with English and mathematics, the wider curriculum allows pupils to study humanities, science, computing or design and technology in a creative and fun way through project work. However, there is not enough emphasis on developing pupils' vocabulary or opportunities for extended writing in the activities pupils do.
- Pupils take part in a wide range of enrichment activities designed to make the curriculum engaging. They visit museums and other places of interest linked to the topics they study as part of their project work. Pupils comment enthusiastically about those visits. They also appreciate the opportunity to present their work in whole-school

assemblies, which their parents are invited to attend.

- Every Friday afternoon, pupils take part in a range of enrichment activities that include music and art as well as a variety of creative workshops.
- Leaders use the pupil premium funding very effectively. They analysed thoroughly barriers to learning and other issues that can be addressed with the extra funding to support pupils. As a result, disadvantaged pupils' progress and well-being are well catered for, and differences in achievement between pupils in receipt of the pupil premium and others are diminishing.
- The primary physical education (PE) and sport premium allows sporting activities to flourish at the school. Leaders use it to fund the development of PE teaching in school through participation in the sports partnership led by a local secondary school. The PE and sport premium also supports a substantial increase in pupils' participation in sporting activities, including inter-school sporting competitions. More than two thirds of pupils are involved in after-school clubs and more than half take part in the lunchtime sports activities run by professional coaches. During the summer term, every pupil will have the opportunity to take part in an external sporting competition.
- Funding for pupils who have SEN and/or disabilities allows leaders to put in place a range of interventions and strategies to support the academic and personal development of pupils. Skilful deployment of staff has resulted in improved outcomes for pupils.
- The headteacher has appointed new subject leaders to continue to improve the quality of teaching, learning and assessment. These new leaders are working well together and are keen to develop teaching, learning and assessment. They are starting to introduce new effective practices in their respective subject areas, but have not been long enough in their role to have a significant impact.

Governance of the school

- The school benefits from the effective strategic work of the governing body. Governors know the school well and they have a clear understanding of its strengths and weaknesses. They take responsibility for their own training and keep up to date with the latest developments in education. They ask pertinent questions to help leaders set appropriate priorities for the school's improvement agenda. They expertly identify where gaps in achievement are. They devote time to visiting the school to gather evidence of the effectiveness of the implementation of new initiatives.
- Governors are well organised and share responsibilities to cover all aspects of the school life. They pay particular attention to safeguarding and ensure that there are appropriate policies in place to support effective practices to keep pupils safe. They also have a very good understanding of the school's financial priorities. They monitor the impact of additional funding, especially the pupil premium grant, and plan strategically to ensure that the budget provides for the maintenance of a decent working environment for staff and pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong culture of safeguarding. There are four knowledgeable and committed safeguarding leads who share the responsibility to create a safe environment and to support vulnerable pupils. Policies are fit for purpose and record-keeping is up to date. Leaders make sure that all members of staff receive appropriate training and know what their responsibilities are.
- Leaders have a strong focus on the welfare and safety of pupils. They make sure that pupils are taught how to keep safe and that staff are alert to signs of distress. Leaders work well with external agencies and families to support vulnerable pupils. They make sure that actions are followed up and lead to an appropriate resolution when referrals have been made to external agencies.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge and high expectations. Relationships between teachers and pupils are positive. As a result, the quality of teaching, learning and assessment is good.
- Lesson time is used effectively because teachers plan their lessons thoroughly and learning routines are well established. Teachers make effective use of their subject knowledge to design learning activities that pupils enjoy. Consequently, pupils engage willingly in their learning and make good progress.
- Teachers use praise and rewards effectively to encourage pupils to pay attention to the neatness and legibility of their work. Pupils respond positively to this approach and the quality of presentation of pupils' work is generally of a good standard.
- The topic-based curriculum introduced this year is popular with pupils. The range of subjects studied provide pupils, especially in Year 5 and 6, with an effective preparation for the next stage of their education in secondary school.
- Teachers regularly assess pupils' progress and have meetings with leaders every term to discuss the outcomes of assessments for individual pupils. For pupils in Year 6, teachers also moderate assessments with colleagues from other local schools. As a result, pupils who do not make the progress of which they are capable are identified with accuracy and are supported appropriately to catch up.
- Teachers and teaching assistants work well together to provide support to pupils who need extra help. In addition to support in the classroom, pupils who need it have sessions with teaching assistants to catch up with work in small groups or on a one-to-one basis. As a result, pupils who have SEN and/or disabilities and those who speak English as an additional language, as well as those who experience difficulties in some subjects, can make good progress.
- There has been a substantial turnover of staff since the previous inspection. This has led to some variations in the quality of teaching. Leaders have systems in place to check that standards are upheld and provide support when required.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They relate to the values the school promotes and readily quote the 'four rights' displayed in classrooms and corridors. 'All children have the right to learn'. 'Adults have the right to do their job'. 'Everyone has the right to be safe and healthy'. 'Everyone has the right to be treated with respect'. As a result, the vast majority of pupils are positive about school and about learning.
- Pupils are encouraged to play an active role in the school life. For example, leaders launched an 'anti-bullying ambassadors' initiative this year. Many pupils applied for the role and took part in the selection and training process. The scheme is now well established and pupils talk with pride about how it has improved the atmosphere on the playground.
- Bullying is rare and dealt with effectively when it happens. Pupils are clear about what constitutes bullying and why it is unacceptable. Teachers are swift to address any threatening behaviour or the use of racist or derogatory language.
- Pupils are well informed about risks and how to keep safe. They know what they must avoid when using the internet and social media. They trust staff and know who to talk to if they have problems.
- The newly appointed learning mentors are experienced and skilled in supporting pupils whose well-being is affected by challenging circumstances. They deal sensitively and effectively with a range of issues that affect pupils.
- The school is a welcoming place for parents. Every month there is an 'inspire workshop', where parents can spend one hour learning with their children. These events are very well attended and their popularity contributes greatly to the promotion of a cohesive learning community.
- The vast majority of parents who expressed their opinion either through the Ofsted online questionnaire, Parent View, or directly to inspectors think that their children are safe and happy at the school.

Behaviour

- The behaviour of pupils is good.
- Behaviour has been an issue in the past and the school had to resort to exclusions due to the extremely challenging behaviour of a few pupils. The headteacher has made behaviour a top priority for the school and the number of exclusions, while still high, has decreased substantially.
- The new behaviour policy has a strong emphasis on rewarding positive attitudes. Pupils respond well to this approach. The vast majority of pupils behave well in lessons and around the school. Pupils work well together in lessons and there is a pleasant atmosphere in the playground at breaktime and lunchtime.
- Pupils are respectful of adults and respond well to staff instructions. They have a clear

understanding of what is expected of them and do not challenge the authority of adults.

- Leaders have developed effective strategies to improve attendance, and their actions are starting to have a positive impact. Overall attendance is improving and the number of persistent absences is decreasing. Pupils who have issues with attending school regularly, and their families, receive effective support. When required, the school works effectively with external agencies to address issues.

Outcomes for pupils

Good

- Results in the key stage 2 tests in 2017 showed a marked improvement on results in 2016. In reading and mathematics, pupils made progress that was broadly in line with national averages. There was also an improvement in writing, but to a lesser extent, and progress was below national average, especially for disadvantaged pupils.
- The school's information on pupils' progress for current cohorts shows that improvements in reading and mathematics are being sustained and standards in writing are improving.
- The school's assessment records and work in pupils' books provide evidence of good progress for all groups of pupils, across the year groups, from their respective starting points. Teachers use information on pupils' prior attainment effectively to ensure that their pupils make appropriate progress against the published national standards.
- The school monitors closely the progress of disadvantaged pupils to ensure that they fulfil their potential. Currently, differences between disadvantaged pupils and others in the school are diminishing and, in some instances, there are no differences.
- Pupils who have SEN and/or disabilities make, on average, progress which is in line with that of other pupils from their starting points. This is because there are highly effective systems in place to ensure that pupils can access the curriculum, and interventions to support learning are timely and well coordinated.
- Leaders ensure that teachers provide appropriate challenge for the most able pupils. In each subject area, teachers plan extension activities to provide greater depth of learning for pupils who have the ability to do more complex work. There is evidence of these extension activities being used routinely in exercise books. As a result, the current school's assessment analysis shows that the most able pupils are reaching standards which are in line with their abilities.

School details

Unique reference number	103286
Local authority	Birmingham
Inspection number	10042884

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	224
Appropriate authority	The governing body
Chair	Tammy Tearoe
Headteacher	Gaynor Gaynor
Telephone number	0121 464 1717
Website	www.broadmeadow-jun.bham.sch.uk
Email address	enquiry@brdmedoj.bham.sch.uk
Date of previous inspection	24–25 March 2015

Information about this school

- This is an average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils who are supported by the pupil premium is well above average.
- The proportion of pupils who have SEN and/or disabilities receiving school support is above average. The proportion of disabled pupils and those with a statement of special educational needs or an education, health and care plan is above average.
- The school meets the government's floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed pupils' learning in 15 lessons, including some jointly with the headteacher and the deputy headteacher.
- Inspectors observed pupils' behaviour at breaktime and lunchtime.
- Inspectors listened to pupils read and looked at their work in books.
- Inspectors took account of the 11 responses and free-text comments on Parent View, Ofsted's online questionnaire, and talked to parents at the start and end of the school day.
- Inspectors considered the views of 28 staff who completed the staff questionnaire.
- Meetings were held with one group of pupils, the chair and vice-chair of the governing body, the school's senior and middle leaders, and the learning mentors.
- The lead inspector had a telephone conversation with the school's improvement partner.
- Inspectors looked at school documents, including: the school's self-evaluation and improvement plan; minutes of the governing body meetings; the school's information on pupils' progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

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Ofsted Inspector

Karen O'Keefe

Ofsted Inspector

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