

# Broomhill Infant School

Fermaine Avenue, Brislington, Bristol BS4 4UY

## Inspection dates

22–23 January 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Too few pupils make good progress in writing and mathematics.
- Work is not sufficiently challenging for pupils in mathematics. Activities planned do not develop pupils' reasoning and problem-solving skills. Consequently, too few pupils develop a deeper understanding of mathematics.
- Activities do not develop pupils' ability to write well across the curriculum. Too few pupils achieve the higher standard.
- Governors do not monitor the work of the school effectively. This means that they are not able to hold leaders to account fully.
- The recently reviewed curriculum has not been in place long enough for leaders to evaluate how well it develops pupils' knowledge, skills and understanding in a range of areas.
- The role of middle leaders is not fully developed. They are still in the early stages of monitoring and evaluating their areas of responsibility. They are yet to have a clear impact on pupils' outcomes.

### The school has the following strengths

- The headteacher provides determined leadership for the school. Leaders know the changes that need to be made and have begun to move the school forward.
- Pupils are safe and well cared for. Leaders have taken decisive and effective action to improve attendance.
- The teaching of phonics is effective and provides pupils with the key skills they need to become confident readers.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. They make good progress from their starting points.
- Leaders have taken decisive action to improve the quality of teaching in the early years. As a result, children make good progress in their personal, social and communication skills.
- Leaders have accurately identified the barriers to learning for disadvantaged pupils. Staff support pupils well to overcome these barriers. Consequently, disadvantaged pupils make strong progress from their starting points.
- Pupils behave well. Teachers have high expectations of behaviour and pupils respond well to these high expectations.

## Full report

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

- Improve the quality of teaching and learning in mathematics and writing so all pupils make good progress by:
  - improving pupils' reasoning and problem-solving skills in mathematics
  - supporting pupils to articulate their thinking in mathematics clearly
  - ensuring that activities planned develop pupils' writing in a range of different subjects.
- Improve the quality of leadership and management by:
  - ensuring that governors have the knowledge they need to be able to monitor the work of the school effectively
  - improving the impact of middle leaders and therefore pupils' outcomes
  - evaluating the effectiveness of the curriculum to ensure that it meets the needs of all pupils.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Pupils' attainment and progress have been below national averages for several years, which leaders have recognised and worked hard to address. While they have had success in some areas, their actions have not secured rapid enough improvements in writing and mathematics. As a result, not enough pupils make good progress from their starting points.
- The headteacher provides determined leadership for the whole school community. She has a clear vision for the school and has accurately identified the areas in which the school needs to improve. For example, the strong focus on improving the teaching of reading and phonics is providing pupils with the skills they need to become confident readers.
- Leaders' monitoring of teaching does not typically identify the specific actions that teachers need to take to improve their practice. However, leaders have tackled the least effective teaching successfully.
- Leaders have reviewed the curriculum this year to ensure that it provides pupils with a wide range of activities. This has not been in place for long enough to have a clear impact on what pupils know, can do and understand. This means that leaders are not yet able to evaluate its effectiveness fully.
- Middle leaders have identified areas of strength and weakness in their areas of responsibility. They are taking action to improve teaching in these areas. These changes are too new, however, to have had a clear impact on pupils' achievement.
- The curriculum in mathematics does not promote pupils' development in mathematical vocabulary and conceptual understanding well enough. This results in too few middle- and higher-ability pupils being able to explain their mathematical thinking at the appropriate standard. This limits their achievement.
- Leaders promote pupils' spiritual, moral, social and cultural development well through their work. The strong emphasis on the school's values is also successful in developing pupils' understanding of their rights and those of others.
- Leaders use the pupil premium effectively to improve the outcomes for disadvantaged pupils. Barriers to learning have been accurately identified and, consequently, a range of well-thought-out provision is in place to support disadvantaged pupils. They now make strong progress, often from low starting points.
- Leaders have championed high-quality provision for pupils with SEND to ensure that their needs are met well. Teaching staff use the comprehensive training they have received to improve the quality of teaching and ensure that these pupils make good progress.
- Leaders ensure that teachers benefit from ongoing training which is tailored to their individual needs and helps them to improve their practice. For example, a specialist phonics teacher has worked alongside staff to help them develop their skills in teaching phonics.
- Newly qualified teachers are supported well and are fully integrated into the staff team.

This helps to create a secure and productive environment for the pupils to learn in.

- Parents and carers are generally happy with the school. The opportunities for parents to come into school and be involved in their children's learning include events like 'Tinkering Tuesday' and 'Welcome Wednesday', which bring a vibrancy and excitement to the whole school community. Through such events, staff have forged stronger relationships with many parents. This had led to improvements in pupils' attendance and is beginning to raise their achievement.
- Leaders' use of additional sports funding is effective. They use it well to give pupils a range of sporting activities and to develop sustainability in the teaching of physical education (PE). For example, they buy in external sports specialists to help develop teachers' skills in teaching high-quality PE lessons.

### **Governance of the school**

- Governors do not monitor the work of the school effectively. They have relied on external support to give them information about the school. This means that they have not developed the skills they need to hold leaders to account and challenge them effectively. Governors recognise that they need to develop their work and have plans in place to work more closely with school leaders.
- Governors do not meet their statutory duties with regards to the website. There are a number of key reports and policies missing, including the school's pupil premium strategy and statutory information about how the school is meeting the requirements of the Equalities Act 2010.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have created a culture in which keeping children safe is seen as a priority of the school.
- The systems in place for checking that staff and volunteers are suitable to work with children are secure. These arrangements help to keep children safe.
- Staff know how to keep children safe. They have received adequate training to ensure that they are able to do this and understand their responsibilities when they have a concern about a child's welfare. Where there have been concerns about children that are referred to other agencies, leaders are careful to check that the appropriate actions have been taken.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- Teachers do not plan learning sufficiently well in mathematics. Work is not ambitious enough for some middle- and higher ability-pupils. Activities do not promote pupils' good progress in their reasoning and problem-solving skills. Too few pupils develop a deeper understanding of mathematics as a result.
- Teachers provide support and guidance to help pupils develop basic skills in writing. However, teachers' expectations are too inconsistent, limiting pupils' achievement. For example, too few teachers ensure that pupils use their technical aspects and

knowledge of writing across a range of different subject areas.

- Teaching assistants provide additional support to pupils with SEND to ensure that they make strong progress. For example, effective questioning ensured that Year 2 pupils with communication needs were able to participate fully when building 'space stations'.
- Teaching assistants make good use of the extensive training they have received to lead a range of carefully planned activities for pupils who require additional teaching. These pupils make good progress as a result.
- Pupils with social, emotional or mental health difficulties are supported well in the nurture group. Teaching staff have carefully developed a calm and structured environment that pupils respond well to. This ensures that pupils in this group are well placed to make good progress.
- The teaching of phonics is good. Teachers use assessment information accurately to match teaching to pupils' needs. As a result, outcomes in phonics have improved markedly.
- Reading is given a high priority and adults engender a love of reading in the pupils. Teachers use a range of books that are of a high quality and use the welcoming library to good effect.
- Teachers use their subject knowledge to make learning interesting for pupils. This supports their positive attitudes towards learning.
- Where pupils' learning is most rapid, questioning extends their thinking well. For example, in discussions about space, pupils were skilfully guided through explorations of why gravity is needed. This enabled pupils to explore their scientific understanding and articulate their thinking. However, such experiences are not routinely available for pupils across the school.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils can explain they belong to a school that promotes their rights and the rights of others. As part of this approach, they help to set the playground rules. Pupils understand the school's values and are keen to share them. They know it is important to listen to one another and show that they value other pupils as individuals.
- The school promotes personal responsibility well. Pupils are happy to take responsibility for themselves and clear routines help to reinforce this. For example, they take responsibility for putting their dinner trays away when they have finished eating and will wait politely until it is their turn. They walk sensibly in the corridors and show good manners without adults having to prompt them.
- Staff understand their responsibility to keep pupils safe and pupils trust them to do so.
- Pupils can identify an adult they would talk to if they had a problem. They are confident that adults will help them to sort issues out. For example, they feel bullying either does not happen or that adults deal with it effectively. This shows that they feel safe in the school.

- Pupils' self-esteem is high. They benefit from the many opportunities to share and celebrate each other's achievements, such as assemblies.
- The nurture group helps pupils with social, emotional or mental health difficulties to regulate their emotions in a supportive environment. They respond well and many successfully return to their class after a period of support.

## Behaviour

- The behaviour of pupils is good.
- All staff have high expectations of pupils' behaviour. Pupils understand what is expected of them and respond well to adults. Strong routines help to reinforce these expectations and create a secure environment in which children can flourish.
- Pupils behave well in the classroom. They respond well to teachers and work hard to complete the tasks they have been set. Where learning is less well matched to pupils' needs, they can lose concentration and become disengaged. Pupils conduct themselves well around the school. They play amiably and purposefully together on the playground and enjoy each other's company.
- Pupils' attendance has been lower than the national average for several years. Leaders have taken decisive actions to ensure that attendance improves. These actions have included 'attendance drop-ins', the use of penalty notices and special days such as 'Welcome Wednesdays' to promote parental engagement. Attendance for all groups has risen steadily as a result.

### Outcomes for pupils

### Requires improvement

- Standards in key stage 1 have been below the national averages for several years in reading, writing, mathematics and phonics. While they rose significantly in 2018, they were still lower than the national averages. Leaders have acted to improve teaching, and current work in pupils' books indicates that more pupils are now achieving the expected standards.
- A new approach to teaching mathematics is helping pupils to develop their understanding of number. However, pupils' ability to explain is weak. Too few pupils make good progress from their starting points, particularly some middle- and higher-ability pupils.
- Work in pupils' writing books shows that too few pupils make good progress from their starting points. They do not have sufficient opportunities to apply their learning in their written work. The level of sophistication and demand is not high enough for the most able pupils.
- The school has put effective provision in place to improve outcomes for disadvantaged pupils and they are making strong progress from their different starting points as a result. The differences between their attainment and that of their peers are reducing. The improvements in their attendance show that they are more engaged and willing to participate in learning. Their confidence and resilience when tackling more challenging activities are also improving.

- Pupils with SEND are well supported to practise their skills in phonics, mathematics and reading. They make good progress towards their individual targets as a result.
- The nurture group provision is particularly effective in addressing the needs of pupils with social, emotional or mental health needs. They are more able to regulate their emotions as a result of the support. This helps them to make better progress in their learning.
- Pupils achieve well in phonics. After a period of underachievement, leaders have focused on improving phonics teaching. As a result, pupils develop phonics skills more confidently, and outcomes have improved every year since 2016. Most children are now working at age-related expectations.

### Early years provision

**Good**

- The headteacher is the early years leader. On her arrival in 2016, she identified the strengths and weaknesses accurately and took sharply focused action to improve teaching and learning in the early years. She has high expectations for staff and children alike. The quality of provision in the early years has improved quickly and children now achieve well as a result.
- Staff in the early years have benefited from extensive training. They plan activities based on accurate assessments of children's needs and interests. Children's attainment has risen and a trend of improvement has been established. The proportion achieving a good level of development was above the national average in 2018.
- Staff use questioning effectively to extend children's thinking and develop their use of language. Staff encourage pupils to think creatively and develop their answers by asking open-ended questions such as 'What shall we do with this? What would we normally do with an egg?'
- All staff ensure that children's safety and welfare have a high priority. Leaders have put strong safeguarding procedures in place and staff keep children safe.
- Teachers place a strong emphasis on developing children's personal, social, emotional and communication skills. As a result, children access and share learning positively. They are well placed to make a successful transition into Year 1.
- The curriculum allows children to develop well and become skilled in all areas. Staff provide a range of opportunities for children to use, practise and apply skills. Children make good progress in their personal development and communication skills as a result.
- Staff make extensive use of both indoor and outdoor spaces. They ensure that children explore, investigate, debate and discuss. For example, when a group of children were building a bridge for a troll to live under, they realised it was not wide enough. The teacher skilfully guided their discussion and helped them to solve their problem. Children achieved their goal because of this carefully timed intervention.
- Staff encourage parents to contribute and share information about children's learning. A few now do this confidently.
- Parents trust the staff to look after their children and support their children to learn

well.



## School details

Unique reference number	108983
Local authority	City of Bristol
Inspection number	10058329

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

Type of school	Infant
School category	Foundation
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Mair Allen
Headteacher	Hayley Farthing
Telephone number	01173 534 440
Website	<a href="http://www.bisapcc.com/school/">www.bisapcc.com/school/</a>
Email address	<a href="mailto:broomhilli@bristol-schools.uk">broomhilli@bristol-schools.uk</a>
Date of previous inspection	14–15 July 2015

## Information about this school

- Broomhill Infant School is an average-sized infant school. There are seven classes, including a Nursery.
- The proportion of pupils eligible for the pupil premium is higher than the national average.
- The proportion of pupils receiving support for SEND is lower than the national average.
- The proportion of pupils with an education, health and care plan is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.

## Information about this inspection

- Inspectors observed learning in range of different contexts, including in the Nursery. Some observations were conducted jointly with the headteacher. Inspectors also observed pupils' behaviour around the school and on the playground at break and lunchtimes.
- Meetings were held with school leaders, staff and members of the governing body. Inspectors also looked at responses to questionnaires completed by staff, parents and pupils.
- The inspection team looked at, and analysed, a range of pupils' work from across the school.
- Inspectors examined a wide range of documentation provided by the school, including the school's own self-evaluation and documents related to child protection, safeguarding and attendance.
- Inspectors spoke to pupils during their learning and at social times in order to gather their views.
- Inspectors listened to pupils read and talked to parents during the school day.

## Inspection team

Nick Sheppard, lead inspector

Ofsted Inspector

Alison Cogher

Ofsted Inspector

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