

Inspection of Broomhill Infant & Nursery School

Fermaine Avenue, Brislington, Bristol BS4 4UY

Inspection dates: 19 and 20 October 2022

| | |
|------------------------------|----------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

The school is a friendly, happy and inclusive place for pupils to learn. Leaders and staff aspire for all pupils to succeed. The school's motto, 'Nature, Nurture, Knowledge', is carefully woven into exciting learning experiences for pupils. Pupils are excited to find things out and keen to do their best. As a result, there is a purposeful buzz of activity throughout the school.

Pupils in the 'Blossoms' specialist provision are included in all aspects of school life. Parents and carers are delighted with how well their children learn. Comments from parents included: 'My child is flourishing,' and 'They have made big improvements.'

Pupils are caring, polite and respectful. They listen to others and behave well because they understand what is expected of them. Pupils understand that everyone is different and they accept people for who they are.

Pastoral provision is exceptionally effective. Staff are kind and supportive. They develop good relationships with pupils. As a result, pupils feel safe and well cared for. Pupils confirm that bullying is rare. They are confident that adults quickly sort out any problems that might arise.

What does the school do well and what does it need to do better?

Leaders, including governors, are committed to providing pupils with a high-quality education. Leaders carefully consider pupils' needs. They help staff to design a rich, interesting curriculum, with well-planned sequences of learning. Staff morale is high. They feel well supported by leaders.

Staff make effective use of the school grounds to provide stimulating experiences that motivate pupils to explore. For example, pupils enjoyed building dens for their teddy bears during 'Tinkering Tuesday'.

Pupils with special educational needs and/or disabilities (SEND) benefit from sharply focused additional support. Pupils learn with their peers and achieve well. For example, during music lessons, pupils take delight in moving their bodies and playing instruments in time to the music. All pupils in the school learn sign language. This helps pupils who are still developing their speech and language to communicate with others.

Staff inspire pupils to love reading. Children learn to read as soon as they start school. They read regularly. Leaders have implemented a new phonics programme, which has improved the consistency of the teaching of reading. Some pupils find reading difficult, but additional support is improving their confidence and fluency. Pupils love listening to stories. Children in the Nursery Year enjoy using props to act out 'We're Going on a Bear Hunt'.

Teachers ensure that pupils develop knowledge and skills in a broad range of subjects. For example, children in the early years count and compare numbers of conkers, using vocabulary such as 'more' and 'less'. They fill containers with sand and water to develop an understanding of capacity.

Staff use effective assessment to check how well pupils learn the curriculum. They adapt learning, when necessary, in order to consolidate pupils' knowledge. However, some pupils have gaps in their learning, in part due to COVID-19. Leaders provide additional support to help remedy these knowledge gaps. However, this is in its infancy and the impact is yet to be seen.

Pupils have positive attitudes to learning and concentrate well. Low-level disruption is rare. 'The Nest' provides a safe, calm space for the minority of pupils who find it hard to manage their emotions. Pupils practise mindfulness, listen to music and enjoy taking Jack the dog for walks. They are encouraged to talk about their feelings, which helps them to recognise and manage their emotions appropriately.

The school supports pupils' personal development well. For example, pupils learn about different faiths. They visit a local synagogue. Pupils learn to care for others. They donate items to a local food bank and raise money for charity. If pupils feel lonely, they know they can sit on the 'buddy bench' and someone will come and talk to them.

Pupils develop their independence and learn to take risks, for instance through climbing trees and building assault courses. Pupils can join clubs such as woodwork and cookery. They enjoy taking on positions of responsibility when they become eco warriors or members of the school council.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They carry out the necessary checks to ensure that staff are safe to work with children. Leaders provide training for all staff. This ensures that they understand how to refer concerns. Leaders act swiftly when they believe a pupil to be at risk. Therefore, pupils get the help they need. Leaders maintain detailed records and regularly check the impact of their actions.

Pupils learn about online safety and road safety. Pupils find out about people who keep us safe, including when the police and fire service visit.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils have gaps in their knowledge. This means that they are unable to build their knowledge as well as they could. Leaders should continue to provide

pupils with sharply focused support, so that they know more and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|--|
| Unique reference number | 108983 |
| Local authority | Bristol City |
| Inspection number | 10241231 |
| 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 | 186 |
| Appropriate authority | Local authority |
| Chair of governing body | Mair Allen |
| Headteacher | Hayley Farthing |
| Website | www.broomhill-inf.bristol.sch.uk |
| Dates of previous inspection | 22 and 23 January 2019, under section 5 of the Education Act 2005 |

Information about this school

- Several new leaders have been appointed since the last inspection.
- The school has a specially resourced provision for pupils with a range of SEND. Pupils attend mainstream classes for part of every day.
- The school provides specialist nurture support.
- The school provides breakfast, after-school and holiday clubs.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and deputy headteacher. They also met with the special educational needs coordinator and the early years leader.
- The lead inspector held a meeting with a group of governors. They also had a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with designated safeguarding leaders. Inspectors also spoke to pupils and adults about safety.
- Inspectors observed pupils' behaviour at various times of the day, including during breakfast club, breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed 51 responses to Ofsted's online survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to Ofsted's staff and pupil surveys.

Inspection team

Catherine Beeks, lead inspector Ofsted Inspector

Sandra Woodman Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022