

Inspection of Bromley Heath Infant School

Quakers Road, Downend, Bristol, South Gloucestershire BS16 6NJ

Inspection dates: 17 and 18 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Bromley Heath's motto 'be the best you can be' is visible in every aspect of school life. Pupils learn exceptionally well from the moment they start school and consistently rise to the high expectations that adults have of them.

The Bromley Bears are a firmly embedded set of values that develop pupils' understanding of how to be a successful learner. Consequently, pupils not only persevere, challenge themselves and understand others but can explain how they do so. Everyone understands that these positive attitudes are skills for life.

Pupils show respect for one another at all times. They listen carefully to each other's contributions in lessons. During breaktimes, they play harmoniously, enjoying the wide range of activities available. Everyone is adamant that bullying or poor behaviour rarely happens. Pupils trust adults to sort out any worries they might have.

Pupils benefit from carefully chosen experiences that build their understanding of the curriculum. These experiences also develop their social conscience and understanding of their place in modern Britain. Even the very youngest children in Reception learn how to take responsibility. The mantra of 'pick, play, put away' teaches them accountability and respect for the resources they play with.

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

Leaders at all levels, including governors, are inspirational. Their full focus is on making sure that every pupil gets the very best education possible. Staff are proud to work at this school, where they feel encouraged and supported.

The curriculum is designed to give all pupils the knowledge, values and life skills they need to be successful in the future. Subject knowledge is well sequenced so that pupils secure good subject-specific knowledge and vocabulary. Leaders have created 'loops of learning'. This ensures that pupils build on what they know, applying their knowledge across subjects. For example, in geography pupils learned about the human and physical features of Bristol. They then use this knowledge in history, when they learn about how Bristol has changed over time. Teaching intentionally revisits learning as set out in the plans. Consequently, pupils have a good recall of prior knowledge.

Leaders have created 'play projects' for children in Reception and Year 1. This way of revisiting knowledge gives pupils lots of practical experiences to apply what they have learned. Teachers skilfully set up these sessions so that pupils can be independent, creative and resourceful. Pupils participate with enthusiasm, eager to show what they know. They produce high-quality outcomes from these opportunities.

Everyone is determined that all pupils will learn to read well. This includes pupils with special educational needs and/or disabilities (SEND). Children get off to a flying start with their phonics in Reception. They build confidence and accuracy quickly. As a result, pupils enter Year 1 ready to build on the sounds they know. Teachers use every opportunity to make sure that no one gets left behind. If any pupil is finding it difficult to keep up, including any pupils with SEND, teachers quickly provide effective support. Pupils develop fluency, accuracy and a love of reading. They enjoy their reading lessons, where they confidently share opinions and thoughts about a range of interesting texts.

Leaders have reflected on the success in reading. Using their knowledge of what has worked well, they have established a secure and consistent way of developing pupils' fluency in number. Pupils enjoy the 'super maths facts' that they revisit every day. As pupils explained, teachers' emphasis on 'practise, practise, practise' helps them to know and remember important facts. The regular challenge to 'explain your brain' contributes to them developing as competent and confident mathematicians.

Staff working in the early years are passionate and knowledgeable about how the very youngest children learn well. Excellent relationships with parents mean that parents feel well supported in helping their child at home. Children learn exceptionally well in the early years. This is because adults establish a purposeful learning environment. With effective teaching and support, children become creative and critical thinkers.

Opportunities to learn about themes such as diversity, tolerance and other faiths are woven throughout the curriculum. Pupils know that everyone is different. They show respect and understanding for those who have different needs or backgrounds. Trips, visitors and stories help to challenge stereotypes and give pupils the knowledge they need to be successful citizens.

Safeguarding

The arrangements for safeguarding are effective.

Leaders manage safeguarding with rigour. They ensure that training gives all staff the knowledge they need to identify, record and report concerns. Leaders act swiftly if there are concerns. They work well with a range of external agencies and are not afraid to challenge if they feel other agencies leave pupils in a vulnerable position.

Pupils learn how to stay safe in an age-appropriate way. They know some of the ways they can stay safe online. They are confident using the 'worry monsters' in each class if there is something they want to share with an adult.

Governors have good oversight of safeguarding. They have regular training that gives them the information they need to check leaders' work well.

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	109029
Local authority	South Gloucestershire
Inspection number	10227516
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Shelley Humphries
Headteacher	Abigail Hodge
Website	www.bromleyheathinfantschool.co.uk
Date of previous inspection	4 June 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2021.
- 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, the inspector 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.
- The inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, curriculum leaders, and teaching and support staff.

Inspectors also spoke with members of the local governing body, including the chair of governors, and representatives from the local authority.

- The lead inspector met with the designated safeguarding leaders to discuss how they keep pupils safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire for parents, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's self-evaluation document, improvement plan and documentation relating to safeguarding.

Inspection team

Angela Folland, lead inspector

His Majesty's Inspector

Lizzie Lethbridge

Ofsted Inspector

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