

# Inspection of a good school: Broadmeadow Junior School

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

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Inspection dates:

4 and 5 October 2023

## **Outcome**

Broadmeadow Junior School continues to be a good school.

## **What is it like to attend this school?**

There is a strong 'family feel' at Broadmeadow Junior School. One pupil commented, 'Everyone helps each other here. When things get tough, everyone stays connected.' Pupils work and play happily together. They feel safe and valued.

Parents and carers appreciate the way that the school keeps them informed. They also appreciate the recent focus on the school's core values. Pupils understand that they are expected to behave in ways that reflect these values. They treat each other with respect and kindness. The school takes extra care to support those pupils who need more help to manage their behaviour. As a result, there is a positive and inclusive atmosphere around school.

The school has high expectations for pupils' work. Pupils work hard and achieve well. Most pupils reach age-related expectations. Pupils enjoy the full range of curriculum subjects. They talk confidently about favourite composers and artists. Leonardo de Vinci's 'Mona Lisa' is a current favourite.

The school offers a range of extra-curricular clubs. Pupils enjoy trips to museums and places of local interest. They are proud of their work to raise money for local and national charities. This prepares pupils well to become active British citizens.

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

The school's curriculum is ambitious, with its content organised in a way that supports pupils' effective learning. Leaders have thought carefully about what they want pupils to learn from the time they enter Year 3 until they leave in Year 6. The school has established good routines to help pupils to remember important knowledge. For example, in mathematics, staff teach daily practice and recall sessions to help pupils memorise key information, such as multiplication and division facts.

Pupils' achievement in other subjects is successful. The physical education curriculum is carefully planned so that all pupils achieve well. They confidently explain how they have improved their accuracy and confidence in particular skills. Similarly, in science, Year 6 pupils recognise how earlier work on fossils helps them to understand more complex ideas about life on earth, such as evolution and inheritance.

Pupils are proud of the points that they earn for their behaviour and achievements. They typically behave well in lessons and do not disrupt the learning of others.

Staff promote a love of reading at every opportunity. The range of books and authors reflect the school's commitment to diversity and inclusion. The reading curriculum is planned to provide increasing challenge from Year 3 to Year 6. This supports pupils' vocabulary and language comprehension. Most pupils reach age-related expectations by the end of Year 6.

Some pupils are still at the early stages of learning to read when they join the school in Year 3. For these pupils, the early reading curriculum is not working as well as it should. The school has purchased a new phonics programme. This programme is not yet fully implemented. Some staff do not have the level of expertise needed to deliver the programme effectively. This slows down the rate at which pupils catch up and become confident, fluent readers.

Pupils with special educational needs and/or disabilities are very well supported and cared for in the school. Their needs are identified quickly and accurately. Leaders draw on the expertise of other agencies when needed. Pupils with more complex needs receive tailored care and support. Pupils have access to bespoke resources that help them to learn the same curriculum as their classmates. They achieve well.

Leaders prioritise pupils' personal development and well-being. Pupils talk maturely about issues, including racism and respectful relationships. They learn about different faiths and cultures. Pupils' mental health and emotional needs are met well by all staff. Leaders are keen that pupils have many different wider experiences.

Staff feel valued and are highly positive about the school. They appreciate the consideration and support available for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The early reading curriculum is not working as well as it should. Pupils who have fallen behind in reading when they join Year 3 are not catching up quickly enough or learning to read fluently. The school should continue with its plan to introduce a new phonics

programme. The school should ensure the programme is delivered effectively so that pupils enjoy and experience success with their reading.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in April 2018.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	103286
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10290518
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Denise Latham
<b>Headteacher</b>	Kevin Medway
<b>Website</b>	<a href="http://www.broadmeadow-jun.bham.sch.uk">www.broadmeadow-jun.bham.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 April 2018, under section 5 of the Education Act 2005

## Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous inspection.
- The school does not use any alternative providers.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other leaders and two governors, including the chair of the governing body. The inspector also had a telephone discussion with a representative from the service commissioned by the local authority.
- The inspector carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum,

visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- The inspector met with teaching staff to talk about the curriculum, staff workload, and the behaviour and personal development of pupils. She also met with groups of pupils to talk about their learning and well-being.
- The inspector also met with subject leaders for science, music and history.
- The inspector observed a selection of pupils reading to members of staff. Other pupils were heard reading their own work during lesson visits.
- To evaluate the effectiveness of safeguarding, the inspector: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered a range of documents, including the school's self-evaluation and plans for improvement. Records of attendance and behaviour incidents were checked.
- The inspector observed pupils' behaviour at playtime and talked to them about behaviour, bullying and welfare.
- The inspector talked to parents after school and considered the responses to the online questionnaire, Ofsted Parent View. The inspector gathered the views of pupils and staff on site through discussion with these groups and from their online questionnaire responses.

## **Inspection team**

Marilyn Mottram, lead inspector

Ofsted Inspector

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