

Inspection of a good school: Broadway Junior School

Springwell Road, Sunderland, Tyne and Wear SR4 8NW

Inspection dates:

4 and 5 October 2023

Outcome

Broadway Junior School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be a part of Broadway Junior School. They share their achievements and their learning with a smile on their faces. Leaders and staff have high ambitions and expectations for all pupils. These ambitions are in the school curriculum and the offer beyond the classroom. Pupils rise to these expectations and do well.

Pupils work in calm and focused classrooms. New school rules, 'be ready, be respectful, be safe', are known well by pupils. Rewards, such as 'pebble points' and outstanding awards, are celebrated by staff and pupils alike. The weekly 'Broadway Bonanza' assembly celebrates pupils' achievements. The relationships between pupils and staff make pupils feel safe in school. Pupils have many ways to share any worries. They know that any concerns are followed up quickly. Pupils are happy and safe.

Carefully planned visits bring the curriculum to life. Recent visits to local historical museums help pupils deepen their classroom learning. Pupils enjoy a wide range of clubs, both after school and during lunchtimes. Clubs are designed to meet pupils' interests and needs.

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

Pupils access a broad and balanced curriculum. Pupils build their knowledge and understanding over time. Leaders are skilled and reflective. They know that the curriculum needs to be reviewed regularly to check it is right for the pupils in school.

The school makes sure that pupils enjoy reading. Pupils talk with confidence about the different opportunities that they have to improve their reading. The reading curriculum is carefully structured to build pupils' fluency and comprehension. Staff support pupils to use the sounds they know well. Pupils at the early stages of reading have books that help them practise these sounds. This helps them become more fluent readers. If pupils fall behind in reading, they receive additional support to help them catch up. However, pupils

who are new to the school and who have gaps in their phonics knowledge are not quickly supported to catch up.

The structure to the mathematics curriculum helps pupils build their knowledge over time. Pupils have daily opportunities to revisit their learning. Pupils can connect previous knowledge to new learning. Staff use assessment well to make sure that pupils keep up. Pupils get prompt help so that any misconceptions are picked up quickly. In other curriculum subjects, like history, leaders also have high ambitions. The school's recent work to refine the key knowledge and skills pupils must know and remember is having an impact. Pupils talk in detail about local history topics. For example, they know about the many risks faced by coal miners. Pupils know what safety measures were in place to keep miners safe.

Pupils with special educational needs and/or disabilities (SEND) are supported in many ways across the school day. Resources are varied and include the use of adult support and interventions like sensory activities. Pupils with SEND have their needs identified promptly. Leaders ask for advice, using other professionals where needed. However, some pupils do not get the precise support they need because plans of support are not clear about pupils' next steps in learning or how adults should help them.

Classrooms are positive places for pupils to learn. Rewards and consequences are clear. Pupils know that they are treated fairly. Social times are enjoyable for many pupils and are a chance to play with friends. Leaders and staff know pupils well and provide nurturing support for pupils across the school day. Pupils use worry boxes in classes if they have concerns or speak with trusted adults.

Leaders ensure that pupils have access to a wide range of opportunities beyond the classroom. Links to the local community are strong. The personal, social and health education curriculum helps pupils to understand concepts such as the risks with alcohol and how to stay safe near roads and dogs. Faith celebrations days, visits and visitors help pupils understand different cultures and religions.

Stakeholders, including governors, appropriately challenge and support leaders in school. They share the same ambitions as leaders and staff. Leaders focus on staff well-being. Staff morale in school is high. Staff are proud to be part of Broadway Junior School.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who are new to school and have gaps in their phonics knowledge do not make a prompt start to additional phonics teaching. This means they do not catch up quickly in

reading. The school should ensure that those pupils new to school who need phonics support start this promptly on starting school.

- Support plans for some pupils do not have purposeful and clear targets. Some pupils' next steps and the support they need are not accurately captured or understood. The school should ensure that pupils with SEND have support plans that carefully match their areas of need and set out how adults should help them to be successful in school.

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 second ungraded inspection since we judged the school to be good in December 2014.

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

Unique reference number	108757
Local authority	Sunderland
Inspection number	10297263
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	235
Appropriate authority	The governing body
Chair of governing body	Victoria Walton
Headteacher	David Walton-Jonas
Website	www.broadwayjuniorschool.com
Date of previous inspection	30 October 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher took up post in September 2023.
- The school does not use any alternative providers.
- The school offers a breakfast club.

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 their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. The inspector discussed the curriculum with subject leaders, visited a sample of lessons and spoke to staff. They spoke to pupils about their learning and looked at

samples of pupils' work. The inspector listened to pupils at the early stages of reading with a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, 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 gathered views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through a pupil survey and through pupil meetings.
- The inspector spoke with representatives from the local governing body and the local authority.
- The inspector observed pupils' behaviour at breakfast club, in classes, during breaks and at lunchtime.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

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