

Inspection of Broomhill Infant School

Beech Hill Road, Sheffield, South Yorkshire S10 2SA

Inspection dates: 7 and 8 November 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Broomhill Infant School is a happy and welcoming school where pupils thrive. Pupils and staff describe the school as being 'one big family'. Staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They have high expectations of what pupils can achieve. Pupils work hard, enjoy learning, and are proud of their achievements.

Pupils behave well throughout school. In lessons they are keen to learn and they participate positively in lessons. They are polite and welcoming of visitors. Pupils report that bullying is rare. They are confident that adults would be quick to address any problems with behaviour if they did arise.

Pupils benefit significantly from the exceptional personal development offered by the school. Every pupil accesses a day of high-quality outdoor learning each week. These opportunities are carefully planned by expert teachers and enhance and reinforce learning across the curriculum. Pupils understand and celebrate the differences between each other. There are frequent celebrations of the diversity of the community. This might be through acknowledging religious celebrations or inviting parents to talk to pupils about their cultural heritage. Parents are involved in a very close partnership with the school. Parents who completed Ofsted's survey, Parent View, were overwhelmingly positive about the school and would recommend it to others.

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

Leaders have planned an ambitious curriculum. They have identified the important knowledge that they want pupils to learn. There is a clear sequence of learning from Reception to Year 2. Pupils with SEND access the same ambitious curriculum. New learning builds upon what pupils have learned previously. Teachers accurately check what pupils already know and use this information to identify and address any gaps in knowledge. In most subjects the carefully planned curriculum ensures pupils learn well. However, in a small number of subjects, such as computing, pupils do not remember as much from their learning.

Teachers have good subject knowledge. They plan and teach interesting lessons that pupils enjoy. However, the work that pupils produce is variable. Teachers are not consistently addressing errors that pupils make in basic skills such as spelling, handwriting and punctuation.

Reading is a very high priority in the school. The school's chosen scheme for the teaching of phonics is taught by well trained teachers. Pupils are enthusiastic about reading, reporting that they love to read. They read aloud from books that are well matched to the sounds that they know. Assessment is used well to quickly identify any gaps in pupils' knowledge. Highly focussed and bespoke interventions are put in place to address those gaps. This ensures that pupils keep up with their learning in reading.

Pupils with SEND are supported well. Where necessary, the curriculum is carefully adapted to ensure these pupils' needs are met, such as through expert support of an adult or additional resources. The school works closely with parents and a range of outside agencies to provide effective support for pupils with SEND. The school has established a 'hub' to serve the needs of some pupils with SEND. These pupils are assigned bespoke plans. Parents are closely involved in the planning. The hub is a place where pupils can learn how to manage their feelings and regulate their own behaviour.

Pupils in the outdoor learning area, including the youngest children, are involved in highly engaging and well-planned activities. They find and observe minibeasts or explore how water is affected by gravity. They are supported well by adults who have high expectations of them. There is a strong focus on the development of language and vocabulary. High expectations of behaviour are met.

Children in early years are well prepared for the next stage of their education. For example, they use tablet computers to make weather forecast video broadcasts. There are many opportunities for children to engage in activities to support their learning of early mathematical concepts. There are clear routines and high expectations. The early years environment is typified by strong relationships between children and with adults. Teachers regularly check on children's learning. Where there are gaps in learning, these children are targeted for focussed support that helps them keep up.

Leaders have been determined to improve some pupils' attendance. They have worked tirelessly to communicate to parents and carers the importance of their children attending school every day. As a result, there have been improvements in some pupils' attendance. However, some pupils are still not attending school often enough.

Staff are proud to work at the school. They know that leaders consider their workload and well-being. They appreciate the training and professional development they receive. The arrangements for governance serve the school well. Governors make visits to the school and know the school well. They contribute positively to the leadership of the school, for example by discussing important financial decisions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school often enough. They miss out on important learning, which hinders their achievement. Leaders should ensure that they

continue to work with parents and carers so that they understand the importance of school attendance and the impact this has on pupils' learning.

- Pupils' work, across subjects, contains errors in basic skills, including in handwriting, punctuation and spelling. These are not consistently addressed by staff. Pupils repeat the same mistakes over time, which hinders them from achieving as well as they should. The school needs to make sure that all staff consistently identify and promptly address pupils' errors and misconceptions.
- In a small number of subjects, curriculum plans have not been fully embedded. As a result, some pupils do not remember the important knowledge as well as they could in those subjects. The school should continue its work to embed the curriculum so that the impact is seen in all pupils reaching the highest standards of which they are capable.

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	107154
Local authority	Sheffield
Inspection number	10289926
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair of governing body	Imran Ahmed
Headteacher	Jane Barnes
Website	www.broomhill.sheffield.sch.uk/
Date of previous inspection	28 June 2011 under section 5 of the Education Act 2005

Information about this school

- The school was not using alternative provision for any pupils at the time of the inspection.

Information about this inspection

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

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with

some pupils about their learning and looked at samples of their work. The lead inspector listened to a sample of pupils read to a familiar adult.

- The lead inspector spoke with a group of governors, including the chair of governors. He also met with a representative of the local authority.
- To inspect safeguarding, the lead inspector met with the designated safeguarding leads to review records. An inspector scrutinised the single central register of recruitment and vetting checks. Inspectors also spoke with governors, staff and pupils about safeguarding.
- Inspectors spoke with parents. Account was taken of the responses to the online questionnaire, Ofsted Parent View. Inspectors also spoke with groups of pupils and staff.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. Inspectors scrutinised attendance records and behaviour logs.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

Becky Austwick

Ofsted Inspector

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