



Broadmeadow Junior School

Inspection Report

Unique Reference Number 103286
LEA Birmingham
Inspection number 286616
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Paul Weston HMI

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|-----------------------------------|
| Type of school | Junior | School address | Monyhull Hall Road |
| School category | Community | | Kings Norton |
| Age range of pupils | 7 to 11 | | Birmingham, West Midlands B30 3QJ |
| Gender of pupils | Mixed | Telephone number | 0121 4641717 |
| Number on roll | 310 | Fax number | 0121 4642642 |
| Appropriate authority | The governing body | Chair of governors | Mr Alan H Bridge |
| Date of previous inspection | 10 January 2005 | Headteacher | Miss Judy Matthiae |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Broadmeadow is a larger than average junior school in King's Norton, about six miles from Birmingham. The number of pupils attending the school has fallen in recent years. It has high levels of social deprivation, with around one in three pupils entitled to free school meals. It has a similar proportion of pupils with special educational needs to that found nationally, but the proportion with statements is lower. The proportion of pupils from minority ethnic groups is about average, with a small percentage for whom English is an additional language. Pupils start school with broadly average standards.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

This is a school on the up. As one parent said, 'Broadmeadow has come a long way in the last six months!'. At the previous inspection, it was judged to have serious weaknesses. This is no longer the case. There has been good improvement since the last inspection and the school's previous designation as having serious weaknesses no longer applies. It is now a satisfactory school which is rapidly improving, providing satisfactory value for money. Recent improvements show that it has good capacity to improve further. The school has a number of strengths. Pupils' personal development is good. They enjoy school and most demonstrate good behaviour which contributes well to making it a cheerful place to learn. One parent reported that 'behaviour is a lot better than it has been for a long time. It is a pleasure to see pupils laughing and happy'. Pupils are well cared for and supported in their learning, drawing on the full support of parents and other agencies.

From a broadly average starting point in Year 3, pupils now make satisfactory progress. By Year 6, standards in English, mathematics and science are similar to those found nationally. Girls achieve slightly better than boys. The recent whole-school focus on writing has led to good improvements this year. In an effort to raise standards further, the school is now targeting mathematics. Teaching overall is good. The dedicated and effective team works hard and provides a high quality education for pupils. The curriculum is good and is enriched by the provision of interesting and enjoyable activities. Leadership and management overall are satisfactory. The newly appointed headteacher provides strong leadership and manages the school well. There is an energy, enthusiasm and capability amongst all staff to drive the school forward. However, the governing body is too reliant on the headteacher and does not have a good enough understanding of what is happening in the school or its strengths and weaknesses. The school does not have a clear improvement plan which directs its future working.

What the school should do to improve further

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- Pull together all the information gathered from monitoring the school, decide on priorities and construct a clear, manageable school improvement plan to guide its future work.
- Increase governors' understanding of the school's strengths and weaknesses by involving them more in the life of the school so they can check out what is happening for themselves.
- Further raise standards and improve progress in mathematics, particularly for boys and the brightest pupils.

Achievement and standards

Grade: 3

Pupils start at the school with broadly average standards. By the time they move to secondary school, standards remain broadly average. Signs of gradual, but steady improvement in national test results since the last inspection illustrate the school's determination to increase academic performance. For example, analysis of the school's national test results in 2005 led the school to focus on improving writing. The 2006 tests for Year 6 pupils show these initiatives have been successful, since there have been significant increases in reading and writing at both Levels 4 and 5. Standards are now similar to those found nationally and pupils' rates of progress have improved. There was a slight overall decrease in the 2006 mathematics and science test results because fewer pupils achieved the higher Level 5, but the results overall remain broadly in line with national averages. The school is determined to raise standards further in mathematics and this is the next focus for improvement. Girls make slightly better progress than boys. The school is aware of this discrepancy and that boys are not always being stretched enough. Pupils with learning difficulties or disabilities and those with a high level of social and emotional need make sound progress. Pupils from all ethnic groups, including those at the early stages of English, achieve satisfactorily. Targets set last year were too ambitious, particularly in mathematics. Improved tracking and assessment means they are now accurate and suitably challenging.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils' behaviour is good and any incidents of poor conduct are dealt with successfully. A well thought out system of rewards and sanctions is valued by the pupils. In particular, they respond well to the positive 'happy face' board, and this helps them behave well in lessons. Pupils think that teachers deal with them fairly and believe that occasional incidents of bullying and the rare racist remark are handled well. They like and respect their teachers 'because they are so kind and helpful'. The number of exclusions in school has been reduced through successful strategies that involve parents and outside experts. Pupils enjoy coming to school, feel safe and are confident that adults will listen to them if they need help. Attendance is broadly average and the school has good strategies in place to improve this and the poor punctuality of a few pupils.

Pupils know the importance of healthy eating but do not always choose to eat healthily. A focus on improving reading and writing skills is preparing pupils well for future economic well-being. The school council promotes the pupils' views and initiatives. Pupils say their ideas are listened to and point out improvements in the playground that were suggested by the school council. Pupils are involved in a range of activities, such as Red Nose Day, to support charitable causes. Some of these initiatives are instigated by pupils, but well managed by the school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers plan interesting lessons with clear objectives and a good range of ways to learn. Pupils understand what they must do to achieve these objectives and know how to demonstrate what they have learned. Teachers deliver the lessons with pace and enthusiasm, challenge pupils to do their best and hold them to account when they do not. Teaching assistants provide good support. Marking in books shows pupils exactly where they have succeeded and how to improve. Most pupils concentrate and try to do their best, working well with others, for example when talking through problems or new ideas with their 'talk partners.' Good assessment means teachers set objectives at the right level and this helps all pupils to see what they already know and what they need to learn next. Even so, the much improved teaching has yet to bring the full benefits that could be expected. This is because some pupils, and in particular boys, wait to do what their teachers tell them to do. Some do not take responsibility for thinking through for themselves what they need to do to improve their work. When teaching is good or outstanding, pupils show they can grasp this opportunity and their progress increases considerably.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad, balanced and relevant to all pupils' needs. There is a good range and variety of activities outside lessons, for example clubs, visits and visitors to the school. These extend pupils' learning and provide opportunities for them to develop their interests and talents. This increases their enthusiasm for, and enjoyment in, learning. As one child enthused, 'It's brilliant at Broadmeadow because the teachers try to make learning interesting'. Although planning for each subject is at least satisfactory, when this planning is good, providing for continuous development of skills and knowledge, teaching and learning are also good. The clearest benefits are seen in literacy and numeracy. In a minority of subjects, for example geography, the curriculum tends to be the same for all pupils and this holds back the learning of, in particular, the more able pupils. Teachers are making sensible links between subjects, for example between mathematics and data-handling in information and communication technology. The curriculum gives good support for the pupils' personal development, encouraging them to apply what they learn to their own lives, for example how to remain healthy and safe, to play a full part in their community and to see how their learning prepares for success in their future lives.

Care, guidance and support

Grade: 2

The school has good procedures for safeguarding pupils. The skilful support of the school's learning mentor and the family partnership worker provides strong links

between parents, the school and outside experts. As a result, the needs of all pupils are met well. Pupils with learning difficulties or disabilities are well supported with their learning. Assessment is satisfactory and now forms a secure foundation for guidance to pupils on learning and personal development. The school has an accurate understanding of pupils' starting points and what they need to achieve. Careful analysis identifies what pupils may have missed in the past and these gaps are being addressed. Although this is planned, the school has yet to use the computer software that will allow them to quickly and clearly understand what will move the pupils' learning forward and what may hold them back.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There has been good improvement since the last inspection and there is good capacity to make further improvement. The newly appointed headteacher, well supported by an acting deputy headteacher, provides enthusiastic and ambitious leadership. Day-to-day management is good and the school operates smoothly. There is a strong sense of team commitment amongst the adults who work at the school. They share the desire to see the school continue to improve, and know that there is still more to do.

The school evaluates itself accurately, which is key to improvements being achieved. Key subject leaders fulfil their roles well. They have recently begun to systematically check the quality of teaching and learning in the school. In addition, assessment information is used appropriately to identify areas for improvement. For example, staff identified the need to improve attainment in English and they have worked effectively to raise standards and improve progress in this subject.

Better systems to track pupils' progress have recently been established. The school is now more rigorous in analysing pupils' performance in order to tackle underachievement promptly. However, all the findings from monitoring are not analysed and set out in a long-term strategic plan to help to systematically guide the school's work and tackle the areas for improvement which have highest priority.

The work of the governing body is inadequate. Although governors are asking more questions about the work of the school, they do so at a distance. They are too reliant upon information provided by the headteacher. The governing body does not have an accurate understanding of the school's strengths and weaknesses because governors do not know enough about how the school is run from day to day. This is because they do not have enough personal interaction with the school to understand what the school provides. Without this understanding, the governing body is not in a strong enough position to evaluate the school's performance effectively.

The school has had good support from the local authority and education action zone. Good partnerships with other schools and agencies have been forged which promote pupils' well-being. For example, the school has recently improved its liaison with the infant school and there are good strategies in place to support pupils coming into the school. There are also good processes to support those pupils going on to secondary

schools. Most parents hold the school in high regard and are happy with what it offers. They support the school well, for example through the active parents' association.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 3 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 3 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 3 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 4 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Dear Pupils,

Thank you for welcoming us so well to your school. We enjoyed talking to you, watching you learn and looking at your work. We thought you would like to hear what we liked about your school and how it could get even better.

What we liked about your school:

- you are friendly and confident, and happy to talk about what you were doing
- you behave well in lessons and enjoy what you do, especially when you are working together or have practical activities to do
- you have some good ideas about how the school can improve
- your headteacher and other grown-ups working in the school look after you and make sure that everyone behaves well and is happy; this makes sure that you can get on in lessons
- your teachers and teaching assistants work hard at their teaching and try to get it right for each one of you
- your parents really like the school and feel you learn well.

What we have asked your school to do to make it even better:

- you, your teachers and governors need to make a plan which tells you what they are going to work on next to make the school even better
- your governors need to visit the school more to see you at work and play; they need to look much more closely at how you are getting on, so they can help the school to be even more successful than it is now
- your teachers should find ways to help you get even better at maths - you can help by working as hard in maths as you have with your writing.

We feel certain that everyone at the school will continue to work hard to help you learn in the future. You have some challenging targets for 2007. Continue to work hard and good luck for the future.

Yours sincerely,

Paul Weston Her Majesty's Inspector