



# Broomhill Junior School

## Inspection Report

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**Unique Reference Number** 108919  
**Local Authority** Bristol, City of  
**Inspection number** 288223  
**Inspection date** 9 January 2007  
**Reporting inspector** David Curtis

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

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<b>Type of school</b>	Junior	<b>School address</b>	Allison Road
<b>School category</b>	Community		Brislington
<b>Age range of pupils</b>	7-10		Bristol BS4 4NZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 9775120
<b>Number on roll (school)</b>	207	<b>Fax number</b>	0117 9775130
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	D Strong
		<b>Headteacher</b>	Colin Thompson
<b>Date of previous school inspection</b>	1 February 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is slightly smaller than the average primary school. Most pupils are of White British background, with a small proportion from minority ethnic families. No pupils are at the early stage of learning English. The proportion of pupils with learning difficulties and disabilities (LDD) is above the national average. In the current Year 6, it is well above average. The current headteacher was appointed in September 2005. In the last two years, six teachers left the school and four joined. Attainment on entry is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has emerged successfully from a period of significant transition in the last two years, including a completely new management team. Leadership and management are good and have a significant impact on pupils' good achievement. After a period of decline, particularly in writing and mathematics, there is clear evidence to show that standards are rising because of the determination of all staff that this is their key priority. Standards are broadly average in Year 6. The school knows that there is still more to be done in writing and in the problem solving and calculation aspects of mathematics. The school's capacity to achieve improvement in these areas is good. Good teaching and learning make a strong contribution to the good progress pupils make in lessons and over time. Pupils enjoy lessons because of exciting introductions when teachers use the interactive whiteboards. Teachers' subject knowledge is good. They set high expectations in lessons as to what pupils should achieve. As a result, pupils work hard and with good concentration. At times, teachers miss opportunities to teach groups in lessons. This applies particularly to lessons where pupils are grouped by ability. The curriculum is good and new initiatives, such as 'creative curriculum weeks', have a positive impact on pupils' use of key literacy and numeracy skills in other subjects. Good care, guidance and support make a significant contribution to pupils' good personal development and well-being. The support for pupils with LDD is especially strong. Dedicated and skilled learning support assistants provide high-quality support which contributes to pupils' good progress. Pupils enjoy school, and this is shown in the much improved attendance levels over the last two years. Attendance is now in line with the national average. Behaviour is good in lessons and around the school. Pupils enjoy sport and this is reflected in their enthusiasm for physical education (PE) lessons and the high take up of participation in clubs. Pupils are safe in school and by Year 6 show a good awareness of the dangers of drugs. Their preparation for the next stage of education is satisfactory. Parents are mainly very supportive of the school. The school takes seriously concerns about the quality of communication with parents and is working hard to address them. Parents are very supportive of the way in which the school includes all pupils, irrespective of ability, gender or ethnicity, in its day-to-day life. As one parent wrote, 'Broomhill Junior School is a shining example of how inclusion policies should be practised in schools.'

### What the school should do to improve further

- Raise standards in writing and in the problem solving and calculation aspects of mathematics.
- Provide more opportunities for the teaching of groups, especially in those lessons where pupils are grouped by ability.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and pupils reach broadly average standards by the end of Year 6. There are significant variations in standards between subjects. In reading and science, standards are above average. In writing, standards, whilst broadly average, are improving but there are still weaknesses in pupils' key skills of spelling, grammar, punctuation and handwriting. In mathematics, pupils' skills in problem solving and calculation are weaker than in other aspects of the subject. Displays around the school show that pupils' work in art and design is of a high standard. Skills in information and communication technology (ICT) are good, as demonstrated by the excellent school website which is designed and made by the school's internet management team of pupils. Pupils with LDD make good progress because of good teaching and the high quality of support from learning support assistants. Boys achieve as well as girls.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Through lessons in personal, social and health education (PSHE), they have good opportunities to reflect on issues concerning themselves and other people. Pupils have a good understanding of the importance of healthy eating and of keeping fit. Pupils in Year 6 are particularly keen on swimming. Through the school council, pupils gain a good understanding of the democratic process. Pupils respond well to the Year 6 'Buddies' who help them to solve problems and disputes in the playground. Pupils are safe in school, for example, when handling PE apparatus. They are very concerned about environmental issues. Pupils talk enthusiastically about their contribution to the community, especially in relation to their fund raising for local and national charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

All lessons begin with teachers doing two key things. The first is that they share the learning objective for the lesson and check that pupils understand it. Second, they share the 'success criteria' for the lesson, which means that pupils know exactly what is expected of them. At the end of lessons, pupils then assess their own progress against the 'success criteria'. Pupils really value this and say how much it helps them to see the progress they make. Because they know what is expected, pupils respond to teachers' high expectations by settling to tasks quickly. They show sustained concentration and the amount and quality of work produced in lessons is good. In lessons, where pupils are grouped by ability, teachers sometimes miss useful opportunities to work with sub groups who, for example, may need extra support in understanding a key idea. On occasions, this results in individuals not making as much

progress as they could. Teaching for pupils with LDD is good. Lessons are well planned and small group sessions with learning support assistants are particularly effective in supporting pupils' learning and consequent good achievement.

## **Curriculum and other activities**

### **Grade: 2**

Recent and exciting changes to the curriculum, especially the use of 'creative curriculum weeks', have contributed to pupils saying that they enjoy learning much more. As a result, pupils show greater confidence and ability in using key literacy and numeracy skills in other subjects, such as design and technology. The school recognises that this work is at an early stage of development. More work is needed on ensuring greater consistency of using key skills in other subjects across the school. The curriculum for pupils with LDD is good and is adapted successfully to meet their learning needs. The PSHE curriculum is very good and makes a strong contribution to pupils' good personal development. The school provides a very good range of extra-curricular activities which are well attended. Over 40 pupils in the school learn a musical instrument. All pupils in Year 4 learn the recorder. Pupils enjoy using their artistic talents in the shows that the school produces each year. The school has effective links with its secondary school in providing support for pupils' work on the control and modelling aspects of ICT.

## **Care, guidance and support**

### **Grade: 2**

All statutory policies in relation to child protection and the safeguarding of pupils are fully in place. Parents value the high quality of care and support, especially for pupils with LDD. The school makes good use of its own resources and those provided by outside agencies to ensure that the needs of these pupils are met fully. The quality of academic support for pupils is good. Through their marking and feedback in lessons, teachers tell pupils how well they are doing and what needs to be improved. Pupils talk knowledgeably about their own targets, especially to improve their writing. Targets for other subjects are developing but are not embedded.

## **Leadership and management**

### **Grade: 2**

The headteacher, deputy headteacher and senior management team are dedicated totally to raising standards and achievement. Their shared vision is 'We want to be outstanding.' Rigorous and effective self-evaluation identified the weaknesses in writing and mathematics. The strategies put in place to address these weaknesses have been very effective, the key determining factor being to ensure consistency in the quality of teaching. Monitoring of teaching and learning is thorough and accurate. As a result, the school knows itself exceptionally well. The leadership and management for pupils with LDD is good and contributes strongly to the good provision for these pupils and to their good achievement. The special educational needs coordinator is particularly effective in ensuring these pupils receive good-quality teaching. Governors

are committed to continuous school improvement. They are as dedicated as the teaching team in their desire to raise standards and achievement. At present, the governors' role in acting as a critical friend is underdeveloped but identified as a key training priority.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

- Thank you very much for making me feel so welcome when I visited your school. In particular, I would like to thank the school council, the internet management team and the Year 6 'Buddies' for giving their time to talk to me. I am very pleased to tell you that you go to a good school and you play an important part in that. The things which are particularly good are:
- You make good progress and achieve good standards in reading, science and art and design.
- You behave well and particularly value the support from the Year 6 'Buddies'.
- You are taught well and you enjoy having targets to help you improve your work.
- You like and take part enthusiastically in many of the after-school clubs and activities.
- You are well cared for in school and know that teachers and adults will help you if you have worries and concerns.
- Your school is well led and managed with everyone keen to ensure that you work hard, do your best and enjoy your time at school. There are a few things needed to make your school even better and I have asked your teachers to help you with these:
- In writing, you still need to improve your spelling, punctuation, grammar and handwriting and I know you will use your targets to work hard at these. Similarly, you need to use your targets to improve your problem solving and calculations work in mathematics.
- In some lessons, you would benefit from being taught in small groups by teachers to help you improve your learning of new skills and knowledge.