

# Broadmeadow Junior School

## Inspection report

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<b>Unique Reference Number</b>	103286
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323792
<b>Inspection date</b>	19 May 2009
<b>Reporting inspector</b>	Rodney Braithwaite

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 category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	G Jones
<b>Headteacher</b>	Judy Matthiae
<b>Date of previous school inspection</b>	11 July 2006
<b>School address</b>	Monyhull Hall Road Kings Norton Birmingham B30 3QJ
<b>Telephone number</b>	01214 641717
<b>Fax number</b>	01214 642642

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## Introduction

The inspection was carried out by one additional inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- Evidence of attainment on entry to the school, and standards and progress in mathematics.
- The quality of teaching and learning and its effectiveness in enabling pupils to achieve well.
- The improvement made by the school since the last inspection, particularly in the contribution to the school leadership and management made by the governing body.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and pupils' work, and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as described in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Broadmeadow Junior is an average-sized school a few miles from the centre of Birmingham. The percentage of pupils with learning difficulties and/or disabilities is about average. The proportion of pupils eligible for free school meals is well above average. Most pupils are from White British backgrounds, and very few pupils speak English as a second language. The school is federated with the neighbouring infant school. The governing body occasionally holds joint meetings with the governing body of the infant school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Broadmeadow Junior is a good school. The school has a warm, welcoming and happy ethos, which helps pupils to feel safe and secure. Its greatest strength is in the guidance and support it gives to all its pupils, which enables them to greatly enjoy every day in school. Pupils have very positive attitudes to learning, behave sensibly, and are polite, considerate and caring. As a result, their attendance is consistently better than that of similar schools. Pupils have very good relationships with their teachers, and respect them highly. One boy remarked, 'Nearly everyone strives for excellence, teachers put a lot of effort in, and they do a lot for you.' Pupils name many varied and stimulating activities which they enjoy. These include learning to play musical instruments, French, 'making jam roly-polies when you have to work out ratios and proportions', school trips, their uniform and school dinners. Importantly, they also have very good knowledge of their own learning. Most are fluent in describing their learning targets, which comes from consistently good guidance by teachers. Good quality marking, regular discussions with pupils, and clearly explained learning objectives ensure that all pupils know what they must do to improve. This results in almost all pupils, including those with learning difficulties and/or disabilities, making good progress in their learning in all classes. Additionally, pastoral care in this very inclusive school is outstanding and adults ensure that pupils know they always have someone to turn to in times of difficulty. All safeguarding requirements are fully met. Parents appreciate the efforts of staff in all aspects of their children's education. Many comment on staff support and approachability, typified by the remark, 'We are delighted....our children's needs are very well met, and academically they are challenged at every level.' The school has many excellent partnerships with other schools, and with external agencies, which enhance provision, especially for the most vulnerable pupils.

Pupils enter the school in Year 3 with standards generally below those expected for their age. The school leadership is rigorous in its use of assessment data and analysis for new entries, so that it has a very clear picture of their attainment and learning needs. The headteacher and deputy headteacher have led a research project on successful transition, which they have presented nationally. Pupils make good progress in every year group, so that when they leave at the end of Year 6, most will reach the standards expected for their age in English and science. Standards in mathematics have been below average for several years, and the school has introduced new strategies for improvement. These include intensive assessment and tracking analysis to guide planning, and regular effective monitoring of teaching and learning by school leaders. As a result, there is substantial evidence that pupils are now reaching the standards they should in every class. The school realises, however, that this better achievement needs to be consolidated over the next few years, in the same way that writing has been improved in the last three years. The school is also adroitly targeting larger groups of pupils than in the past who might attain above average standards, so that all reach their potential.

Standards are good in music and information and communication technology (ICT). Pupils sing exuberantly in assemblies, and have good opportunities to sing in classes. Some of the songs help the pupils in their spiritual awareness. Pupils use computers confidently and often independently, and many use them to do research and homework tasks. The school curriculum is moving ahead rapidly in its development of a more creative and subject linked approach. Learning projects are being created around local places of interest such as the River Rea, and Kings Norton Green, which pupils find exciting, and which promote their independence. However, the school accepts that at present, pupils have too few opportunities in the curriculum to learn

about the multicultural aspects of British society. Good teaching makes lessons interesting and challenging for all pupils. They are being helped to develop self-confidence and taking responsibility for their own development. Their speaking skills are improving, as exemplified by the pupil recently elected to the Birmingham Young People's Executive Parliament. Teachers also take great pains to make their classrooms inviting, and celebrate the good work of pupils regularly. Teaching assistants are very caring, and make a good contribution to learning, especially that of pupils with learning difficulties and/or disabilities.

Pupils are very positive about their healthy lifestyles. They take part enthusiastically in many sporting clubs where attendance is good, and enjoy their 'Wake up, Shake up' at lunch times. The 'Broadmeadow Bistro' also encourages pupils to consider their healthy eating options. Pupils are very involved in contributing to the school community. They do this through the school council, and also help each other through 'Friends United', a group of Year 6 pupils who help others at playtimes. Pupils are being prepared well for their future lives through their many opportunities to develop independence, work in teams, and take responsibilities.

The good leadership and management have a number of strengths. Foremost is the sensitive, but determined leadership of the headteacher. She, together with the very able assistance of the deputy headteacher, has guided the school to making many improvements in the last three years, especially the progress made by pupils. The senior management team has also played a significant part in driving improvement. An outstanding element in their successes has been the quality of analysis feeding into the school's self-evaluation. This has led to very good planning based upon highly detailed and accurate knowledge of what the school does well, or needs to improve. Examples of this were the adjustments made to the setting of challenging targets, when the school realised its knowledge of pupils' progress and attainment was inaccurate. A further improvement has been in the contribution of the governing body to the management of the school. Under an enthusiastic and challenging chair of governors, it now plays a much more active role in school life, including visiting lessons and interviewing pupils. However, the governors have yet to finalise their new policy on community cohesion. They are considering how to expand multi-cultural education to give pupils a wider view of the world. The school gives good value for money.

### **What the school should do to improve further**

- Ensure that the recent improvements in standards and progress in mathematics are consolidated, so that all pupils consistently reach the highest levels of their capabilities.
- Give pupils more opportunities to learn about the multi-cultural nature of the society they live in.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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	2
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 May 2009

Dear Pupils

Inspection of Broadmeadow Junior School, Birmingham, B30 3QJ

- Thank you for welcoming me to your school so politely on my recent visit, especially the boy who said, 'How is your day going so far
- ' I very much enjoyed talking to you. I was pleased to hear that you like school so much. You gave me an amazing list of your 'favourites', and none of you could think of anything about school you did not like! You go to a good school, and your parents think so too. This is what I discovered.
- You are taught well by all your teachers and their assistants.
- You make good progress in your learning, and reach the standards expected of you by the time you leave.
- Nearly all of you behave well, and you get on very well with each other.
- You know your targets for improvement very well, and work hard to achieve them. This includes the boy who said his was, 'less chat, more work!'
- The staff look after you very well, especially those of you who have more difficulties than others at school.
- I am sure that you lead healthy lifestyles, because most of you are so keen on physical education and sports.
- You have many exciting opportunities to learn, especially in ICT and music. You all sing really well in assemblies and in class.
- Your headteacher and the other leaders in the school are doing a very good job in making sure that you get the best care and education they can give you. They are making sure that they always know how to improve the school, and are pleased when you offer your suggestions.

These are the things I think that, with your help, the school could do to make things even better.

- Make sure that the recent improvement in your standards and progress in mathematics continues.
- Give you more opportunities to learn about all the many different people and nationalities who live in this country, and the rest of the world.

Please continue to work hard, do your best, and look after each other.

Yours sincerely

Rod Braithwaite

Lead inspector