

Broadmeadow Infant and Nursery School

Inspection report

Unique Reference Number	103288
Local Authority	Birmingham
Inspection number	336048
Inspection dates	4–5 November 2009
Reporting inspector	Ken Buxton HMI

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Mrs Sarah Bradley
Headteacher	Miss Rosemary Horton
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at the school's documentation relating to: safeguarding, its improvement plans, reports on its work, governors' minutes, records of pupils' progress, and analysed 40 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils, including boys and the more-able, to determine the effectiveness and impact of teaching on their progress
- the impact of the introduction of information and communication technology (ICT) and the recently revised curriculum on pupils' engagement with learning
- the quality of the school's leadership and management and its capacity to deliver improvements.

Information about the school

This is an average sized school situated in Kings Norton, which is on the outskirts of Birmingham. There are more girls than boys. The percentage of pupils from minority ethnic groups is close to average, but fewer than usual use English as an additional language. Just over a third of pupils are eligible for free school meals. The number with special educational needs and/or disabilities is very close to the average. The school makes provision for the Early Years Foundation Stage in Nursery and Reception classes. The school is federated with the neighbouring junior school, which is located on the same site and to which the vast majority of pupils transfer at the end of Year 2.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Broadmeadow Infant School provides a satisfactory education overall. It has particular strengths, of which it is justifiably proud. For example, the good quality of teaching in the Early Years Foundation Stage ensures children settle quickly, make good progress and are prepared well for the start of Key Stage 1. This success is achieved by teaching lessons that interest the children and encourage them to explore learning about their world.

Pupils in Key Stage 1 make satisfactory progress so that by the end of Year 2 their attainment is broadly average. Progress is not better because of relatively high levels of pupil absenteeism and, also, the quality of teaching, although satisfactory overall, does not always provide enough challenge for pupils, particularly the more-able, to achieve their full potential. From their self-evaluation procedures the school's leadership is fully aware of these issues and has taken steps to increase the rate at which pupils learn and so raise their attainment and achievement, particularly in English and mathematics. Their initiatives include changing the curriculum to match more closely pupils' interests and experiences and making better use of assessment information, including marking, to help pupils understand how they can improve their work.

The school's capacity to improve is satisfactory. The leadership has addressed the recommendations from the previous inspection with some success. The provision of ICT has improved considerably and is being used well to support pupils' learning. Plans to strengthen the effectiveness and impact of the school's leadership are appropriate. These include, for example, focusing lesson observations on the performance of pupils to determine the progress they achieve.

The school's leaders ensure that the school works closely with the community it serves but they have yet to ensure that they are planning and evaluating actions that promote community cohesion.

What does the school need to do to improve further?

- Achieve the school's improvement priority of raising attainment in English and mathematics to above the national average by:
 - ensuring that teachers make full use of their assessment information to build on pupils' current knowledge, skills and understanding and enable them to make good progress in each lesson
 - raising teachers' expectations of what pupils are capable of and building in greater challenge to the planned activities that stretch learners' development

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- increasing the pace of lessons to ensure that pupils do not lose interest
- reducing levels of absenteeism.
- Increase the effectiveness of the school's leadership and management by:
 - monitoring the quality of teaching and its impact on pupils' work more rigorously
 - strengthening communication links with parents and carers
 - evaluating the impact of recent initiatives on pupils' outcomes
 - planning and evaluating the impact of actions taken to promote community cohesion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may
 - receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy school and are keen to learn. In most of the lessons observed they made satisfactory progress and achieved the objectives expected. By the time they leave the school at the end of Year 2, the majority usually attain broadly in line with the national average. In 2009, the school's unvalidated data show that results at the end of Year 2 dipped to below the national average. This was because this group of pupils was, on average, of lower attainment on entry to the school. The current Year 2 cohort is on track to achieve satisfactorily. Pupils with special educational needs and/or disabilities make satisfactory progress. However, not all pupils achieve the higher levels of which they are capable. This is because lessons do not always fully engage or challenge all pupils and a few lose interest when there is insufficient pace.

Pupils play together well. They enjoy each other's company and are happy in school. They say that they feel safe at school and are comfortable talking to the adults if they are worried about anything. Behaviour is satisfactory, with pupils demonstrating polite and respectful attitudes towards each other. It is not better than this because some pupils find it difficult to stay focused when listening to teachers' overly-lengthy instructions. The school's promotion of healthy lifestyles is effective. Pupils are very active at breaktimes and make good use of all the playground equipment. The mini-gym equipment, used during physical education lessons, is also very popular and encourages the pupils to take regular exercise.

Pupils' spiritual, moral, social and cultural development is satisfactory. They are polite, demonstrate good manners and get on well together. Although the school has made use of parents from different ethnic backgrounds to talk to pupils about their beliefs and practices, learners' knowledge and understanding of other cultures is limited. Pupils enjoy opportunities to help others by working to raise money for a number of charities, including the local hospice.

Despite the school's considerable efforts, the low attendance and poor punctuality of a small minority of pupils is a cause for concern. The school has very recently achieved

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some improvement in attendance, but this must be maintained if pupils are to benefit fully from their educational entitlement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching varies but is satisfactory overall. In the most effective lessons, teachers are well informed about what pupils know and can do. They plan appropriately, enabling pupils to make good progress and develop their understanding further. In a few lessons, the pace is too slow and pupils lose concentration as they have to sit for too long. On a few occasions insufficient account is taken of assessment data to match work accurately to pupils' needs. The recent introduction of ICT equipment, including visualisers which enable teachers to display work onto the whiteboard, is proving effective in supporting pupils' learning. The support provided by teaching assistants is good and they work well monitoring pupils' understanding. This information is not always used effectively by teachers to plan activities that build upon pupils' prior knowledge and understanding. In these situations there is not enough challenge to promote rapid learning. Teachers' marking of pupils' work is satisfactory. They invest

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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considerable time marking work and explaining how the work can be improved. This effort has only a limited benefit because many pupils find it difficult to read and understand the comments.

The curriculum has very recently been reorganised so as to make the learning more enjoyable and meaningful for the pupils. Although still in the very early stages, there are signs that teachers are using this approach to make lessons more practical and relevant by building activities around pupils' interests. Off-site visits and the involvement of visitors to the school add interest to the curriculum.

Relationships are secure across the school and the quality of pastoral care is effective in meeting pupils' needs. Staff are informed about and aware of vulnerable pupils' needs and take care to ensure that they receive appropriate support. They are also working hard to ensure that parents and carers recognise their responsibility for improving pupils' attendance, and are beginning to achieve some encouraging results.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school's leaders have a clear view about achieving their goal of making Broadmeadow Infant School outstanding. There is a strong sense of teamwork across the school and morale is good. The federation with the junior school, which is located on the same site, is growing in importance. The joint project to build the 'discovery classroom', which includes the use of sustainable technology, demonstrates the advantages of this positive relationship.

The senior leaders are fully aware of the school's strengths and have identified the right improvement priorities. The procedures for monitoring and evaluating the school's initiatives are appropriate, but they are not focused sharply enough on determining how well they impact on pupils' outcomes. The school's work to promote equal opportunities ensures pupils get on well together and that action is taken, on the rare occasions incidents do arise, to resolve matters successfully.

Governors recognise that they can do more to raise standards by increasingly holding the school to account and looking in greater detail at the monitoring data being presented. They have also identified that they must take greater responsibility for ensuring that the school meets its statutory requirements fully by planning and evaluating the impact of its actions to promote community cohesion. Safeguarding arrangements are secure.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills, particularly communication, language and literacy that are often below those expected. They settle quickly and make good progress in all areas of learning so that by the time they enter Year 1 they have achieved standards that are broadly in line with the national average. This is because of the good quality of teaching ensuring that the children are happy, behave well and develop good attitudes to learning. The Nursery and Reception areas are organised well and provide an attractive and exciting environment that excites and engages children in wanting to learn. There is a good balance of independent and adult-led activities which make good use of the creative opportunities in the outdoor learning areas. Teachers take great care to plan activities that promote children's language development. Teaching in the Nursery is particularly strong with expertise and passion for natural science used well to engage children in activities that capture their interest. The Early Years Foundation Stage is led well. Transition arrangements from Nursery to Reception and later into Year 1 are organised well so that children's development continues smoothly.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All the parents who responded to the questionnaire were positive about their child's experience at Broadmeadow Infant School. The overwhelming majority said that the school keeps the children safe and that it is led and managed effectively. These views were confirmed by the inspection team. Some parents wrote about how much they value the education provided by the school and spoke in glowing terms about the staff. A very few parents questioned whether the lunchtime meals provide pupils with a healthy choice and raised concerns about whether there is sufficient food for all those dining. The matter was discussed with the school's leaders and the inspectors joined pupils at lunchtime to review the situation. Each day the pupils choose from a meat, fish or vegetarian main course and a fruit, pudding or yoghurt/ice-cream dessert. The view expressed by parents may arise because popular choices from the menu may well run out, but pupils are still able to select their meal from the remaining options. Pupils are aware of this and understand that they take turns, over the course of the week, to be served first and have the widest choice of menu. A very few parents also wrote that they would welcome more information about the work pupils are engaged in so that they could provide better support at home. The school is considering how best to provide this guidance and is looking at developing a website as a means of ensuring that all the information parents require is readily available.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadmeadow Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	80	8	20	0	0	0	0
The school keeps my child safe	26	65	13	33	1	3	0	0
The school informs me about my child's progress	23	58	13	33	2	5	0	0
My child is making enough progress at this school	25	63	12	30	0	0	0	0
The teaching is good at this school	27	68	11	28	0	0	0	0
The school helps me to support my child's learning	22	55	15	38	1	3	0	0
The school helps my child to have a healthy lifestyle	26	65	12	30	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	55	16	40	0	0	0	0
The school meets my child's particular needs	22	55	17	43	0	0	0	0
The school deals effectively with unacceptable behaviour	22	55	13	33	0	0	0	0
The school takes account of my suggestions and concerns	20	50	14	35	3	8	0	0
The school is led and managed effectively	22	55	17	43	1	3	0	0
Overall, I am happy with my child's experience at this school	27	68	13	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 November 2009

Dear Children

Inspection of Broadmeadow Infant School, Birmingham, B30 3QJ

Thank you for welcoming us so warmly when we visited your school. We really enjoyed meeting you and talking with you to find out about your school. You go to a friendly school that provides a satisfactory education. We enjoyed seeing you perform your harvest festival to your parents and visitors. We particularly enjoyed listening to your singing and we know your mums and dads did too because they were joining in.

These are the main things that we found out about your school.

Children starting in Nursery and Reception settle quickly and make good progress.

You enjoy school and want to do your best.

You know the adults care for you and this makes you feel safe and gives you confidence to talk to them if you have any worries.

You enjoy exercise and play together well, sharing the outdoor toys fairly.

You like lessons that are interesting and help you to learn.

We have asked the school to do two things to help make it even better.

First of all, we have asked the teachers to help you make faster progress and so achieve higher standards.

Secondly, we have asked the school's leaders to work with the teachers to make lessons more challenging and endeavour to reduce the number of days you are absent.

We have taken away many good memories about your school and hope that you achieve all your ambitions that you told us about.

Yours sincerely

Ken Buxton

Her Majesty's Inspector
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