

# Broadway Infant School

## Inspection report

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<b>Unique Reference Number</b>	109057
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	337205
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	David Carrington

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Lawrance
<b>Headteacher</b>	Susan Tanner
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	Broadway Bristol BS37 7AD
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons involving the work of seven teachers. Meetings were held with groups of pupils, staff and governors. The inspector evaluated the school's work, and looked at school self-evaluation documents, external monitoring reports and development planning. Responses from 115 parental questionnaires were analysed as well as those from school staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- how far the school is enabling all pupils to make good progress, including girls, those born in the autumn and those with special educational needs and/or disabilities
- the degree to which provision in Reception has been improved to allow children more personal choice in the selection of activities indoors and outdoors
- whether pupils develop a full enough understanding of the lives of people outside the local area.

## Information about the school

Broadway Infant is smaller than most primary schools. Nearly all of the pupils come from White British families. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average; most of these pupils have speech and language difficulties. The entitlement to free school meals is also below average.

Children in the Early Years Foundation Stage are taught in the two Reception classes. Some of the children in the Early Years Foundation Stage attend the breakfast club which is located elsewhere. This is managed privately and was not inspected.

The school has Healthy School and Financial Management awards.

**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?**

**2**

**The school's capacity for sustained improvement**

**1**

## Main findings

Broadway Infant is a good school. Many improvements have been made since the headteacher joined in 2006 and nothing in the school is of less than good quality. There are several outstanding features, including the quality of care, guidance and support, pupils' behaviour and the partnerships with outside groups that enable the school to provide learning opportunities that would otherwise not be possible. School self-evaluation is good and the priorities for improvement are very well chosen. Everyone in school, including staff, the governors and the pupils, works hard to improve, expectations are high and there is extremely well-focused ambition to make the school outstanding. There is an outstanding capacity to do this.

Pupils' attainment at the end of Year 2 has risen from broadly average in 2007 to above average now. Their work books show just how well all pupils write and solve mathematical problems. The progress made in their learning is good. In lessons the pupils work purposefully and enthusiastically and soon meet the targets for the session. They then go beyond these as the challenge for all learners, including the girls, is very marked.

In the last school year, pupils born in the autumn were not quite as successful in their learning as those born at other times. This is not evident now, especially in Reception where all children achieve well. They thoroughly enjoy making choices from the well-planned range of tasks both indoors and outside. They are also very happy to work under the guidance of an adult. Unlike the situation when they started in Reception, the children are increasingly choosing to take part in writing activities when they are asked to select their next task. Many of them write capably and the higher attainers often write at considerable length.

The quality of teaching is good in every class. Lessons are lively learning sessions where pupils often have good opportunities to talk about how well they are progressing and about the next steps they must take to improve their skills. This is supported by teachers' marking in books. In a few satisfactory lessons opportunities for pupils to review and evaluate their own learning were limited. There are good examples of lessons that develop pupil's creativity in learning but they are not uniform across the school. Teaching assistants have many skills which are used effectively to support their pupils to learn well; this contributes to the high quality of the guidance and support.

There is no complacency in school. Indeed, there is a constant drive to eliminate weakness. Weaknesses are few and not significant. School leaders understand, for example, that while the promotion of community cohesion is good, pupils' links with people elsewhere in the United Kingdom and overseas are not yet strong enough.

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Similarly, they have well-developed plans for the improvement of the good curriculum so that pupils always have ample opportunities to work creatively and review their successes and difficulties in order to reach even higher standards.

## What does the school need to do to improve further?

- Lift the quality of teaching and learning to outstanding by:
  - strengthening the curriculum in order to provide more opportunities for pupils to develop creative and skilful learning
  - providing more opportunities for self-review activities.
- ? Develop direct links between the pupils and people from other communities in the United Kingdom and overseas.

## Outcomes for individuals and groups of pupils

**2**

The sheer enjoyment of learning is one of the first characteristics of the school that impresses the visitor. Everywhere there are smiles, laughter and fun. This motivates the pupils to good work, as shown in the sample of work seen by inspectors. Year 2 pupils write fluently and in a lively way as seen in their work to recall events during the holiday. In this work they attempted very successfully to write sentences that captured the reader's attention. They also wrote neatly and their spelling was very accurate. Many pupils wrote in ways usually seen in younger junior classes. Pupils are also enthusiastic to investigate mathematical patterns. In a Year 1 lesson, the pupils built a sequence of numbers with a difference of four. They soon mastered this skill and decided to increase the challenge themselves. One pupil gave 1000 and 1004 as the next example, which enthused the others to match the complexity of these numbers. The competence shown with large numbers was much above expectations for Year 1 pupils. These examples show the effectiveness of the ways pupils are prepared for the next stage of their education.

Pupils with special educational needs and/or disabilities show great success in their learning, especially in language and literacy, and for many their attainment matches the national average for seven-year-old pupils.

Pupils have an excellent understanding of how to keep safe. Reception children know the dangers that can arise from the use of the internet. Older pupils describe graphically the potential hazards in the enclosed garden and remind each other of the need for safety, care and alertness when working there. The improvement of pupils' moral and social development is a central feature of life in school. Excellent work is done to ensure pupils work together harmoniously and support each other in their learning. The pupils have many friends and they collaborate very effectively. Their awareness of communities locally is good and their contribution to their own community within the school is very strong. Their understanding of communities further away is less secure.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Lessons are nearly all of good quality. This trend is apparent from observations of sessions, the scrutiny of pupils' work and talking to the pupils. Where satisfactory lessons were observed, and there were few of these, the staff knew exactly what was necessary to improve the quality. In such cases the opportunity for pupils to review and evaluate their own learning was less than in the better lessons. The good lessons included effective planning to meet the different needs of the pupils, successful support to ensure that pupils who found the work hard made good progress, and a calm, quiet approach to the management of behaviour. This resulted in first-class conduct, much hard work and achievement of the learning targets in good time.

The curriculum has a richness that arises from the strongly practical base of work and the choice of themes that enthuse the pupils. In Reception the use of indoors and outdoors has been developed to provide good opportunities for children to explore and investigate independently and to work with an adult to develop language, literacy and mathematical skills. Out-of-school activities make a good contribution to the development of skills, as seen in the football and tennis coaching sessions where pupils worked energetically to master their ball control and interception skills. The curriculum is planned to encourage pupils to review their own learning, although this element is not yet totally developed. There are some good opportunities for self-review, such as when pupils spoke proudly of their progress in throwing a bean bag to land on a number

<sup>1</sup> 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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shown on their card. Plans are in place to strengthen pupils' creativity in learning. There are already some good examples of this but the approach is inconsistent at present. Vulnerable pupils and those with barriers to learning are given every possible support to enable them to do well in their learning. Their results stand out in the data that show every pupil's progress. It is a significant factor in the above-average attainment in school. The school has developed a very strong partnership with parents and carers to support their learning in school and at home.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

From the time she started in school the headteacher has shown a resolute approach to improvement. There have been times when difficult decisions have had to be taken over the match of staffing to the availability of finance. The right decisions were made and in many ways the school is now a leaner, fitter organisation where the pupils' interests come first. Morale amongst the staff is high, as shown in their questionnaire responses, and everyone subscribes to the school's mission of promoting excellence. In the three years between inspections the school has moved from satisfactory to good provision. The shared quest is to move to outstanding.

Senior leaders have a very good idea of the strengths and weaknesses in school and they set targets for improvement that are challenging and ambitious. They meet these targets on time. A current focus for improvement is the promotion of community cohesion. The school has done a sterling job to help pupils take a successful place in their own school community and that locally. It also prepares them well for life as part of the junior school community. What is less marked is pupils' understanding of the lives of different people outside the town.

The highly effective care, guidance and support contribute strongly to the good safeguarding procedures. Site security and safety are a core priority and governors work effectively to ensure every child is safe. The partnerships with local schools, agencies and specialists are very well bonded and give strength to the curriculum. Links with parents and carers are good, especially in encouraging successful home learning. Opportunities for parents and carers to contribute their talents inside school are less well developed, although senior leaders have some well-considered ideas to develop such partnerships. Nonetheless, the partnership with parents is good.

There is absolutely no tolerance of discrimination and the equality of opportunity for

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pupils is good. Senior leaders know that for this to be outstanding, pupils' progress from their starting levels of skills has to be accelerated further. They are ready for this challenge.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children in Reception classes love coming to school. Children settle in well and quickly develop the confidence and self-esteem necessary to talk to others, whether adult or child. Last September they showed the expected level of skills and knowledge overall, although their communication and social skills were less well developed. Following almost a full school year the change is very obvious. Progress through the year is good and, by now, most children have reached their targets and a few have gone beyond them.

In lessons the children talk expressively about their work and play, can reflect well on their learning, seize opportunities to share the fun with others and make sure adults know what they are doing. One group had great fun building a police station, complete with wire across the windows, where they could hold suspects securely. They talked of why this was necessary and during the morning experimented with different cell layouts, reflecting on their effectiveness in holding captives.

At key moments in the day the staff give pupils the opportunity to share their achievements with others. This is generally done with confidence and fluency. What is less obvious are ways in which the children themselves can record the different choices they have made and identify what activities they have yet to complete. Adults keep such



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records along with the detailed assessment of progress, but this element is a factor in why the curriculum is good rather than outstanding.

Leadership of the Early Years Foundation Stage is good. Leaders are putting together a suitable plan to extend opportunities for the children to reflect on their coverage of all the exciting activities indoors and out. They know this will assist in challenging the children further and encourage more of them to perfect higher-level skills by the time they join Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The response from parents and carers to the questionnaire was highly positive. There was a good rate of return, so the views expressed are clearly representative of the majority. Significantly, the work of all staff to help their children, the caring and welcoming ethos of the school and the good education provided were picked out for particular mention. Several said they would recommend the school to others. There was a little disquiet, especially about home-school links and getting children ready for junior school. In both cases inspectors judge the school does a good job, which most other parents and carers also believe. The very few parents and carers who expressed written concerns all raised different issues, so there was no clear trend in their criticisms. It is evident that most parents and carers have an accurate perception of the school's strengths.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadway 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	75	27	23	2	2	0	0
The school keeps my child safe	90	78	25	22	0	0	0	0
The school informs me about my child's progress	62	54	49	43	3	3	0	0
My child is making enough progress at this school	69	60	41	36	3	3	1	1
The teaching is good at this school	75	65	39	34	1	1	0	0
The school helps me to support my child's learning	67	58	43	37	5	4	0	0
The school helps my child to have a healthy lifestyle	83	72	31	27	1	1	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)	64	56	43	37	5	4	0	0
The school meets my child's particular needs	65	57	46	40	4	3	0	0
The school deals effectively with unacceptable behaviour	59	51	52	45	2	2	0	0
The school takes account of my suggestions and concerns	58	50	52	45	2	2	1	1
The school is led and managed effectively	70	61	41	36	2	2	1	1
Overall, I am happy with my child's experience at this school	85	74	27	23	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 June 2010

Dear Pupils

Inspection of Broadway Infant School, Yate BS37 7AD

What a wonderful welcome you gave us when we visited your school recently. Thank you for that.

We will remember your joyful singing in assembly and the way you were keen to share your learning with us. We think you go to a good school and that it is getting better all the time. We have written about your school in more detail in our report for your parents and carers. In it they will find we mention many good things. Here are a few of the very best things that your school does.

- Children are doing well in the Reception classes, especially in sharing their ideas with others and in talking about what they were doing.
- In Years 1 and 2 you have lots of exciting lessons and you make good progress in your learning.
- You learn important new things that will give you a head start in the juniors.
- All of you behave really well. You also look after each other and know how to keep yourselves safe; well done for this!
- You are well taught, so you learn to read, write and work with numbers successfully.
- Everyone takes great care of you. This means you can play and learn happily and have fun.
- Your headteacher and other staff work together very well to make sure your education is a success.

We think there are two things that could be improved now.

- Sometimes you do not have enough chances to tell others about what you have been learning, why you choose to do different things and how well you think you have worked. We would like the teachers to help you to do this.
- Your teachers could help you find out more about people who live in other parts of this country and around the world. Why not tell your teachers which countries you would like to find out more about?

Yours sincerely

David Carrington

Lead inspector

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