

Inspection of a good school: Broadway Infant School

Broadway, Yate, Bristol BS37 7AD

Inspection dates:

18 and 19 July 2023

Outcome

Broadway Infant School continues to be a good school.

What is it like to attend this school?

This is a happy and joyful school. Pupils enjoy attending because they feel well cared for. They eagerly and confidently share their pride in the school with visitors. Children in the early years talk about their learning articulately. Pupils in Year 2 say they feel prepared to move to junior school but sad to leave Broadway.

Leaders have high expectations of pupils. They have simplified the behaviour system so that pupils understand it well. As a result, pupils behave well in lessons. They demonstrate an enthusiasm for their learning. The use of 'learning characters' rewards helps reinforce this. In the lunch hall, they talk to each other respectfully. Those pupils who are 'Playground Pals' help resolve any issues that occur outside. Pupils understand how people can be of a different race, gender or background. They say that everyone at Broadway is treated equally.

Parents and carers gain an insight into how and what their child learns through the 'Stay and... ' curriculum sessions. Many parents feel they cannot praise the school enough. One parent, whose comment was typical of many, said, 'I know my child is happy, cared for, encouraged, supported and challenged academically. They go to school every day with a smile on their face.'

What does the school do well and what does it need to do better?

Leaders, including governors, know their school well. Their self-evaluation of the school is accurate. Leaders' action plans are precise and realistic. This creates a culture of ongoing improvement. Staff feel listened to. They highly enjoy working at Broadway.

Leaders have established a well-sequenced curriculum from the early years to Year 2. It is broad and balanced. Leaders continually check what pupils learn in order to ensure that it is ambitious for all, including those with special educational needs and/or disabilities

(SEND). Leaders have created plans that clearly identify the knowledge they want pupils to learn. This helps support teachers in knowing precisely what to teach and when.

Leaders use trips to help support pupils' learning in the curriculum. This helps pupils to apply what they already know and deepen their knowledge further. For example, they visit the SS Great Britain. Pupils use this visit to help link their knowledge to the rest of Isambard Kingdom Brunel's work. Pupils display an impressive knowledge of his other achievements, such as Paddington station and Box Tunnel.

Leaders ensure that reading has the utmost importance within the curriculum. Leaders introduced a new phonics scheme to help pupils learn to read. However, they quickly realised that it was not having the desired impact for pupils. Leaders therefore took the bold step of moving to another scheme to better suit the school's needs. They have ensured that teachers implement it well.

Pupils read books closely linked to the sounds they know. Staff ensure pupils regularly revisit words that are not phonetically decodable. This means pupils can identify and read these words independently. Staff identify swiftly those pupils who fall behind, including those with SEND. Through targeted support, they catch up and keep up. As in the rest of their learning, pupils have highly positive attitudes to reading. They can name a range of books they have enjoyed, including those that their teacher has read to them.

However, while leaders have assessment systems in place for reading and other subjects, they do not use this information to its full extent. Leaders do not know precisely enough how well pupils learn aspects of some individual subjects, such as computing. This means they do not make targeted adjustments to the curriculum so that pupils learn consistently well across all subjects. Leaders know this is a work in progress.

Leaders have clear transition processes for children starting in Reception. This helps them to settle quickly. As a result, they get off to a flying start. Children know the systems and routines well. They persevere with tasks and show sustained concentration. They are well prepared for Year 1.

Leaders plan for pupils to learn beyond the academic curriculum. Pupils enjoy a range of clubs, including art, choir and sports clubs, to develop their talents. Through assemblies, pupils learn about other cultures and faiths. Leaders place a high priority on keeping pupils safe online, including in the early years. Consequently, pupils know the importance of using safe search engines and not sharing personal details.

Governors have managed the move to a federation well. They have ensured this has not distracted them from the rest of their responsibilities. They make regular checks on aspects of the school's work, including provision for pupils with SEND. Governors keep a close eye on staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the contextual safeguarding risks in the community. They train staff to identify signs of harm. Staff, regardless of their role, note any low-level concerns as they arise. Leaders record any follow up actions, including escalation to the local authority if necessary. They ensure that they work closely with outside agencies to help support vulnerable families. Staff know what to do if they have concerns about a colleague.

Pupils learn how to stay safe through the personal, social and health education curriculum. They know they can go to a trusted adult if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed systems for assessment. However, teachers and subject leaders do not use this information well enough to identify precise gaps in knowledge and adapt future learning. As a result, leaders do not know accurately enough how well pupils learn some key content. Leaders need to ensure that they use assessment information so that teachers and subject leaders know how well pupils learn key content across the curriculum to help inform changes to the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 109057 |
| Local authority | South Gloucestershire |
| Inspection number | 10297873 |
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 178 |
| Appropriate authority | The governing body |
| Chair of governing body | Carol Warrant |
| Headteacher | Jodie Tumelty |
| Website | www.broadwayinfants.org.uk |
| Date of previous inspection | 1 May 2018, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher took up her post in 2019.
- The school has recently federated with The Ridge Junior School.
- The school runs its own breakfast and after-school provision.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other senior leaders, groups of staff, groups of pupils and members of the governing body. He also held telephone calls with a member of the local authority and the school's external support partner.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and computing. For each deep dive, the inspector discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The inspector listened to pupils in Years 1 and 2 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe. He met with the designated safeguarding lead in order to evaluate the effectiveness of safeguarding. The inspector also scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to the online survey for parents, Ofsted Parent View, and took into consideration responses to the staff survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

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