

Broadway Infant School

Broadway, Yate, Bristol, BS37 7AD

Inspection dates

20–21 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Senior leaders are an effective team. They share high expectations and make sure staff are focused on continuously improving achievement for all pupils.
- Pupils achieve well and make good progress. Attainment is above the national average by the end of Year 2 in reading, writing and mathematics.
- Children in the Reception classes make an excellent start to their schooling. Adults plan exciting activities which engage and stimulate their enjoyment for learning.
- The school's effective partnerships with nurseries supports children's readiness for school.
- Much teaching is typically good. All teachers use marking precisely which helps pupils improve their work, especially in writing.
- The teaching of phonics (the sounds letters make) has steadily improved and more children do well in the national phonics check than is typical nationally.
- The rich curriculum, built around pupils' curiosity and interests, provides many memorable learning experiences.
- Pupils' behaviour in lessons is good. Positive relationships exist between adults and pupils, which supports a calm and harmonious atmosphere and an excellent climate for learning.
- Parents, carers and staff unanimously agree that the school helps to keep pupils safe. Safeguarding checks made on staff and other adults in the school are thorough.
- The governing body has a detailed understanding of the school's strengths and the positive impact of good teaching on pupils' achievement.
- Attendance is high and continues to improve as pupils enjoy coming to school.
- Parents and carers are supportive of the school and almost all would recommend it to others.

It is not yet an outstanding school because:

- Plans for improvement, including subject leader plans, are not sufficiently focused on how leaders can check whether actions are having the desired impact on pupils' achievement.
- Staff do not regularly share best practice as a way of further improving teaching.
- Mathematics teaching in Years 1 and 2 does not provide pupils, especially the most able, with enough opportunities to practise problem-solving skills.

Information about this inspection

- Inspectors observed 15 lessons, one jointly with the headteacher. Inspectors also made shorter visits to lessons to look at pupils’ work and hear pupils read.
- An inspector conducted a focused learning walk, looking at social, moral, spiritual and cultural development.
- Meetings and discussions were held with the headteacher and deputy headteacher, middle leaders, teachers, support staff, pupils and five members of the governing body. The lead inspector had a meeting with a representative from the local authority.
- The inspection team took account of discussions with parents, and the views expressed in 36 responses to Parent View (the online questionnaire) and 26 responses to the staff questionnaire.
- The inspection team scrutinised a number of documents including: the school’s information on pupils’ performance and progress; self-evaluation records; the school improvement plans; the governing body’s minutes of meetings; safeguarding policies; and documents relating to the management of teachers’ performance.
- Playtimes and lunchtimes were observed. Inspectors spoke informally with pupils around the school and during break times.

Inspection team

Dale Burr, Lead inspector

Seconded Inspector

Peter Thrussell

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized infant school.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils eligible for additional government funding through the pupil premium is well below the national average. This additional funding is for pupils who are eligible for free school meals or those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Early years provision in the Reception class is full time.
- A breakfast club is provided by the school.
- The headteacher returned to school in September following a 12 month secondment to the local authority.

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - ensuring pupils in Years 1 and 2, especially the most able, are regularly challenged to apply their mathematical skills in a wide variety of problem-solving activities
 - providing frequent opportunities for teachers to share best practice across the school.
- Strengthen the effectiveness of leadership and management by:
 - sharpening school and subject improvement plans so they clearly identify measures of success, specify who will check on the progress of actions and include timescales so the pace of progress can be monitored and evaluated.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher have worked closely and ensure that Broadway is a safe, happy and fun place to learn. Teachers and support staff are dedicated and share the same aspirations for academic excellence.
- School self-evaluation is accurate. School leaders have a good understanding of the school's performance and where it can do better. However, plans for improvement do not always pinpoint how success will be measured or identify who is responsible for checking on the amount of progress made.
- Senior leaders, including governors, check the quality of teaching through learning walks, observations and reviews of pupils' progress information. Middle leaders are experienced and have a good knowledge of their subject areas. Too few, however, have the opportunity to check the quality of teaching and learning elsewhere in the school or share the best practice that already exists.
- Work in pupils' books shows that problem-solving skills are not promoted well enough in mathematics. Leaders acted swiftly to identify this weakness and teachers have made good use of recent training to improve teaching further.
- Leaders target the pupil premium funding to provide timely and appropriate support to eligible pupils. Teachers, including governors, regularly check the impact of provision for this group and ensure their individual needs are met, particularly in reading and mathematics. As a result, eligible pupils' attainment in all subjects at the end of Year 2 is above the national average.
- New initiatives, such as the Children's University, offer additional opportunities to raise pupils' aspirations and boost achievement. Pupils make the most of their abilities and interests, regardless of background.
- All leaders have high expectations of pupils' behaviour. Disruption to learning is rare because leaders motivate pupils to make the right choices.
- The new curriculum takes account of children's ideas and parents' and carers' involvement. Teachers are adept at designing topics that develop pupils' skills in different subjects. Writing is promoted extensively across the curriculum, as well as pupils' social, moral, spiritual and cultural development. For example, in preparation for the school Christmas performance, pupils researched and learned how Christmas is celebrated in countries where school families have a connection. This and regular school assemblies and numerous visits are examples of how the school leadership helps pupils to understand the fundamental British values of tolerance and respect for others.
- Very good use is made of the primary school sports funding. The physical education leader has successfully increased pupils' participation in competitive sport and introduced new activities, such as tag rugby. Staff confidence has improved because of regular training and effective subject leadership, including a detailed review of the quality of sport offered. Pupils told inspectors that they enjoy the extra activities, especially the after-school sports clubs, because they keep them 'fit and healthy'.
- The headteacher is highly regarded by the local authority. The school makes effective use of local authority advisors and learning consultants to confirm the accuracy of its self-evaluation.
- The staff questionnaires indicate that all adults enjoy working at the school and are extremely positive about the school leadership. Parental feedback shares this view.

■ The governance of the school:

- Governance is good. The governing body is well informed and provides effective scrutiny and challenge to school leaders. Governors are knowledgeable about the school's strengths and work closely with staff and the community to improve the school.
- Governors visit the school regularly. They provide reports to the full governing body so there is a shared understanding of pupils' achievement. For example, progress reports for disabled pupils and those with special educational needs provide important information about the impact of teaching and the deployment of additional support.
- Finances are managed well, including the allocation of primary school sports funding and pupil premium. Effective procedures are in place to manage teachers' performance. Decisions about pay and progression are closely linked to the quality of teaching and its impact on pupils' achievement.
- Safeguarding arrangements are given a high profile. Governors receive regular training, update policies and test procedures to check statutory requirements are met. Consequently, pupils are safe and well cared for.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Teachers and teaching assistants have high expectations of how pupils behave in lessons and around the school. They manage pupils skilfully so that disruptions to learning are rare. Pupils settle quickly to begin their learning and are very caring and respectful towards each other.
- Pupils' attendance is above the national average and continues to rise as pupils enjoy coming to this happy school. There are robust procedures in place to encourage regular attendance and tackle absence.
- Records of behavioural incidents are thorough and show that over time behaviour is improving; there have been no exclusions for three years. Parents and carers agree that the school manages behaviour well.
- Pupils' good behaviour extends to the school breakfast club, where pupils are polite and well mannered.
- Behaviour is not outstanding as a minority of pupils are not as productive as they could be in some lessons where the work does not fully challenge them.

Safety

- The school's work to keep pupils safe and secure is good. Adults are well trained and demonstrate a good understanding of how to report any concerns. Governors routinely check on the effectiveness of safeguarding policies.
- Pupils report that they feel safe in school. Visits from emergency services, such as fire fighters and police officers, help pupils learn about keeping safe.
- Pupils say that bullying is rare and that adults will always help them if they have any problems. They have a good understanding of right and wrong through the school's lessons on moral issues and social topics. Safety is not outstanding as not all pupils take as much care as they should when using the outdoor play equipment.

The quality of teaching is good

- Teachers use assessment well, which helps pupils improve their work, especially in writing. Pupils enjoy sharing their work and confidently told the inspectors about their targets: 'I need to use finger spaces so the teacher can read my writing.' Teachers' use of familiar marking codes helps pupils across the school understand how to improve their work.
- Most teachers have high expectations of what pupils can achieve. Where teaching is most effective, pupils are fully engaged in their learning as a result of searching questioning and challenging activities. For example, in a Reception lesson, children used their knowledge of coins and counting in different steps to find the total of different amounts. The most able children were challenged to count on from different numbers and explain their mathematical reasoning.
- Teachers' planning is closely linked to pupils' needs. Most lessons offer the right level of support and challenge for different groups of pupils. Where activities are not as engaging, some pupils are less productive and do not achieve enough. This is the case in a small number of mathematics lessons.
- The teaching of problem solving does not regularly challenge all pupils to solve problems using a range of mathematical skills, especially in Years 1 and 2.
- Teaching assistants provide strong support and regular challenge to promote good progress and achievement. For example, in all classes, they make regular assessments, which are checked against children's targets and shared with parents and carers.
- The teaching of reading is effective. A consistent phonics programme is taught across the school and encourages children to develop an enjoyment of reading from an early age. Classrooms are rich in print and provide regular opportunities for pupils to develop their reading skills. Pupils who require extra help in reading are well supported and make good progress.
- A very small number of pupils speak English as an additional language. Teachers use well-developed strategies to ensure bilingual pupils quickly become confident in their learning.
- School records indicate that teaching has improved since the last inspection. Observations by senior leaders provide teachers with clear guidance on how they can improve their teaching. However, the high-quality practice that exists is not always shared widely across the school

The achievement of pupils

is good

- From their individual starting points, pupils make good progress in all year groups. By the time pupils leave Year 2, attainment is typically above the national average in reading, writing and mathematics.
- Since the last inspection, pupils' attainment at the end of Year 2 has improved in reading, writing and mathematics. In 2014, a significant proportion of pupils made better than expected progress in reading and writing from their end-of-Reception levels.
- Pupils' use of phonics is good. Systematic teaching and regular checks on progress ensure that pupils have the necessary skills to read well. By the end of Year 1 phonics screening check, more pupils show a good knowledge of letters and sounds than the average nationally. At the end of Year 2, almost all pupils read widely and confidently.
- In the Reception classes, a large majority of children start school with well-developed skills in all areas of learning, particularly in personal and social development. As a result of good teaching, the proportion of children who achieve and exceed a good level of development continues to rise and is well above the national average.
- The school's engaging curriculum motivates pupils to write. Detailed checks on pupils' written work indicate that achievement continues to improve. Teachers' regular marking and pupils' timely responses are a strong contributing factor to this success.
- The most able pupils make good progress and reach above average standards by the end of Year 2, especially in reading and writing. However, in mathematics, not enough of the most able pupils reach the higher level because they are not always given challenging enough work in lessons.
- Disadvantaged pupils achieve well. In 2014, pupils eligible for the pupil premium funding reached similar levels to pupils nationally. Compared to their peers in school, the attainment gap has closed in mathematics and is closing quickly in reading and writing. Guidance and support are effective for these pupils.
- Disabled pupils and those with special educational needs make good progress as the school has a comprehensive plan in place to support their individual needs. Good teaching and effective support from teaching assistants and outside specialists ensure these pupils' needs are met. For example, a speech and language therapist provides expert training to enable staff to better support pupils' needs.

The early years provision

is good

- Excellent relationships exist between the reception teachers and pre-school settings. Children's school readiness has improved as a result of the shared expectations and regular communication.
- All parents and carers who spoke to the inspectors were unreservedly positive about the arrangements for starting school. One parent or carer commented, 'We are fully involved in seeing our child learn and progress. We couldn't be happier.'
- Leadership of the Early Years Foundation Stage is strong. Teaching staff and adults plan exciting learning activities in response to children's own interests. Children's progress is regularly checked and support is tailored to meet each child's learning needs, including children with special educational needs. The quality of teaching is typically good, however the outstanding practice that exists is not regularly shared between all teachers.
- Children make effective use of the range of activities both indoor and outdoor. Adults provide tasks that encourage children to think and make best use of their surroundings. For example, during a problem-solving task, a group of children persevered to repair a damaged 'milk bottle igloo'. They found adhesives and cutting equipment to make the necessary repairs. They collaborated confidently and listened to each other's ideas. The most able children are regularly challenged by the range of activities which encourage critical thinking.
- Assessment arrangements are thorough and make good use of the partnership with parents and carers. Teachers frequently send home electronic copies of children's individual learning records. These assessments show how learning is progressing and demonstrate the importance the school places on the partnership with parents and carers.
- Children's behaviour is well managed. During a 'stay and play' literacy session with parents and carers, children confidently followed instructions and enjoyed the range of reading and writing activities. Children displayed great enjoyment reading and identifying 'nonsense words'. Teachers' high expectations of behaviour ensure that children are kept safe at all times.
- The emphasis on teaching children how to learn, alongside developing early literacy and mathematical

skills, prepares children well for their learning in Year 1.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109057
Local authority	South Gloucestershire
Inspection number	449566

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

Type of school	Primary
School category	Maintained
Age range of pupils	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Alan Lawrance
Headteacher	Susan Tanner
Date of previous school inspection	22 June 2010
Telephone number	01454 867130
Fax number	01454 867131
Email address	broadwayinfants.school@southglos.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

