

Broomhill Infant School

Inspection report

Unique Reference Number	107154
Local Authority	Sheffield
Inspection number	363719
Inspection dates	27–28 June 2011
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Mr Derek Grover
Headteacher	Mrs Moira Alfaham
Date of previous school inspection	15 July 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed all four classes. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work, including play times and assembly, and looked at records from the previous and current academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. Inspectors analysed the 76 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key issues.

- The achievement of pupils and the extent to which pupils' attainment is improving.
- Whether assessment information is effectively used to promote learning.
- How effectively monitoring and evaluation are used to support school improvement.

Information about the school

Around a half of the pupils of this smaller than average-size infant school is from a wide range of heritages other than White British. A well above-average proportion of pupils are from families where English is believed not to be the home language. A few pupils are at early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is higher than in most schools but the proportion varies significantly from year to year. A broadly-average proportion of pupils are known to be eligible for free school meals. Since the previous inspection the school has received the Eco Schools silver award and the NACE challenge award for its provision for more-able pupils.

Daily childcare is available after school each day and this independent provision is inspected separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school that has built on the many strengths identified at its last inspection. Pupils make excellent progress due to outstanding teaching which consistently challenges them to do their best. Pupils' progress is meticulously assessed and continually monitored. Teachers design carefully-tailored programmes for any pupil at risk of not doing his or her best and then teaching assistants skillfully work with teachers and pupils to implement this special provision. Work is carefully planned to meet the wide range of ages and abilities in each class. As a result, pupils' achievement is excellent. Pupils with special educational needs and/or disabilities make excellent progress due to the regular high-quality support they are provided with. Pupils with average ability also make outstanding progress because a lot is expected of them. More-able pupils make good progress, but the school is aware of the need to extend the range of opportunities for these pupils to undertake personal investigations and research-type work to further improve their achievement.

Parents and carers are enthusiastically supportive of all aspects of the school's work, but especially of its caring and nurturing ethos. Pupils' behaviour is outstanding, both in the classroom and outside. Pupils rightly feel that they are very safe in school and they act with careful regard for the safety of others. Teaching, the use of assessment and guidance for learning are great strengths throughout the school. Pupils are given clear criteria to help them assess their work and shown exactly where they need to concentrate their efforts to improve. This guidance, together with the very sensitive care that the school takes of every pupil contribute to the outstanding care, guidance and support the school provides. The school makes an outstanding contribution to community cohesion. Through pupils' excellent spiritual, moral, social and cultural development, they learn to respect fully those with different needs, backgrounds, abilities and beliefs.

Pupils are excited and motivated by the excellent curriculum. All staff, ably led by the headteacher, deputy headteacher and the governing body, demonstrate the ambition and drive needed to improve the school further. Staff and the governing body have a very clear and shared view of its strengths and where improvements could be made and work effectively to improve provision and pupils' achievement continually. For example, the school this year has tackled previous weaknesses in the teaching of handwriting. These actions show the school's excellent capacity for sustained further improvement.

What does the school need to do to improve further?

- Increase the opportunities for pupils, especially the more able, to undertake investigations and research.

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Outcomes for individuals and groups of pupils

1

Generally many children enter school with above-expected knowledge and skills. National data, school records and pupils' work show that Year 2 pupils' attainment has been high over the last three years in reading, writing and mathematics. Attainment has further improved this year and pupils are making excellent progress and achieving very well. In all classes, pupils concentrate and work hard in lessons and respond well to the demanding teaching and carefully-planned guidance for learning they receive. Pupils' progress in reading is much enhanced by daily teaching of letters and sounds, although a few more-able, older pupils are sometimes not fully challenged by these sessions. Pupils' skills in speaking are particularly well-developed through the many opportunities they are given to speak at length to teachers or with their peers. Pupils who join the school with limited English receive excellent support and soon become confident and articulate in English.

Pupils make an excellent contribution to the community, both in the school and more widely, for instance by supporting the British Heart Foundation. Pupils are also active in promoting tolerance and outstanding behaviour, through the work of the school council and by modeling excellent behaviour and safe practices for younger pupils. Because pupils take it in turns to be school councilors, many pupils gain experience of taking on responsibilities for helping others and for influencing school policies. Pupils are very proud of their sign that is displayed outside the school, asking people not to park on the double yellow lines for safety reasons. They have a detailed knowledge of eating healthily, and of the importance of regular exercise. Pupils' attendance has improved to above-average this year due to some determined work by the school with pupils and parents and carers. The development of the skills pupils will need in their next school and in adult life is excellent as they develop high levels of independence, the ability to work in teams and outstanding skills in information and communication technology (ICT), literacy and numeracy.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers have excellent skills of questioning and draw on the outstanding relationships they have with pupils to use a range of interesting strategies with confidence. For instance, a teacher asked pupils in Year 2 to assess and comment on one pupil's writing shown to the class by projecting it on to the whiteboard. This gave them the confidence to assess their own and each other's work constructively, and to identify how to improve it by matching it against the targets set. Marking of work is detailed and includes clear and supportive written comments to help the pupil to improve. The curriculum is exciting and broad and lessons are invariably interesting and full of exciting experiences. Learning is regularly enhanced by well-judged visits and visitors. Pupils spoke with great enthusiasm of their recent visit to Bridlington in support of this term's topic on pirates and the seaside. They enjoy the exceptionally rich garden area and recently-constructed garden classroom which helps support the strong environmental awareness that permeates the school. For a small infant school, there is a very wide range of additional activities as diverse as sport, and gardening. There are so many interesting and constructive things for them to do, both in lessons and while at play.

All pupils, including those whose circumstances make them potentially vulnerable, receive excellent care, support and guidance. Pupils with special educational needs and/or disabilities are strongly supported and their parents and carers are knowledgeable about how the school is providing for them. Outside agencies are involved as appropriate in

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meeting pupils' needs. Teaching assistants play a big part in assessing progress and in ensuring progress is maintained and that individual needs are met. The school has productive relationships with homes and families, local pre-schools and junior schools, ensuring a smooth transition when pupils change school. Excellent procedures have been developed to improve pupils' attendance and these have had a clear effect on raising attendance this year.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and staff at all levels project a commitment to providing the very best to meet pupils' academic and personal needs. They convert these intentions into reality by establishing policies and then working hard to ensure they are implemented consistently and fully. High-quality monitoring ensures that all are helped to fully understand and carry out all that is expected. For example, after training, members of a sub-committee of the governing body recently carried out an audit of the implementation of the new handwriting policy throughout the school. Their findings were shared with all staff and members of the full governing body. The headteacher ensured that their perceptions were used to ensure a fully consistent approach. Staff appreciate the high-quality guidance and coaching they receive from senior leaders to help them improve their work.

The culturally-diverse governing body reflects the cultural diversity of families of the school. Strong support and continual challenge to help the school improve is provided by the governing body. All required policies and procedures for safeguarding are in place and are regularly reviewed and the arrangements to keep children safe are of good quality. The school's work to promote equality and diversity has had an outstanding impact, both on the school's promotion of equality of opportunity and in developing community cohesion. The school draws on what the Chair of the Governing Body refers to as the 'rich cultural capital of our parents' to ensure that all pupils gain knowledge and experience of the wide range of ways of life in modern Britain. The school's exceptionally strong partnership with parents and carers results in their holding the school in very high regard. They are continually helped to fully support their children's school learning at home. Consequently, many parents and carers have a strong impact on the excellent progress their children make in school.

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These are the grades for leadership and management

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

Early Years Foundation Stage

From overall above expected levels of development on entry to Reception, children make excellent progress due to strong induction arrangements, excellent provision and outstanding links with parents and carers. By the end of Reception Year, the majority of children attain levels of development above those expected for their ages, especially in their use of numbers and language and their knowledge and understanding of the world. Rates of progress in reading are strong due to high-quality daily lessons on letters and sounds in reception. Children are encouraged to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Children's social development and behaviour are excellent.

Children enjoy taking part in a great variety of interesting and challenging activities, some of their own choosing, and some led by staff. Whole-class inputs by teachers are of very good quality and provide excellent guidance, especially for children's confidence and their language development. All adults continually thoroughly assess each child's personal and academic development and use this information to intervene effectively when children are working independently. Children's social and emotional needs are fully-identified and the school works closely with parents and carers to ensure excellent care and support. Classrooms and outdoor areas are rich and varied and consistently used expertly to support the excellent progress children make. Outdoor provision has improved significantly since the previous inspection.

Leadership and management are excellent. Staff have a common sense of purpose, hold very high expectations and have a clear and accurate view of where further improvements are needed. Child safeguarding procedures are fully effective. Parents and carers rightly regard the Early Years Foundation Stage very highly and are fully confident that their children are thriving. They are continually welcomed and actively encouraged to share and contribute to their child's development and they speak very highly of staff.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Three-quarters of parents and carers returned the questionnaire, which is a very high rate of response. Almost all are fully supportive of the school. Their comments on the inspection questionnaire and also their oral reports to inspectors indicate that many see this as an outstanding school and are confident that their children are very happy and feel extremely safe and secure in school. Parents and carers were particularly appreciative of the quality of care and support provided. Parents and carers of pupils with special educational needs and/or disabilities all spoke of the excellent and sensitive support their children receive in school. The inspectors endorse these views. There was no significant pattern in the responses to indicate with which particular aspects of the school parents and carers were not fully satisfied and none of the 30 or so parents or carers who spoke to an inspector criticised any aspect of the school's provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomhill 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	76	17	22	1	1	0	0
The school keeps my child safe	62	82	13	17	0	0	0	0
My school informs me about my child's progress	38	50	33	43	5	7	0	0
My child is making enough progress at this school	46	61	30	39	0	0	0	0
The teaching is good at this school	54	71	22	29	0	0	0	0
The school helps me to support my child's learning	43	57	26	34	5	7	0	0
The school helps my child to have a healthy lifestyle	51	67	22	29	2	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)	44	58	26	34	3	4	0	0
The school meets my child's particular needs	47	62	26	34	2	3	0	0
The school deals effectively with unacceptable behaviour	49	64	21	28	1	1	0	0
The school takes account of my suggestions and concerns	45	59	25	33	3	4	0	0
The school is led and managed effectively	60	79	15	20	1	1	0	0
Overall, I am happy with my child's experience at this school	60	79	16	21	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



29 June 2011

Dear Children

Inspection of Broomhill Infant School, Sheffield, S10 2SA

Thank you all for making the inspectors welcome when we inspected your school. We enjoyed our visit and would like to give special thanks to those who talked to us about school life. Yours is an excellent school and we found it to be an extremely happy place where people get on very well and treat each other with great respect. Many of you do your very best in your work, make excellent progress and adults in school do their jobs superbly. New children in the Reception class are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given a lot of extra help so that they also make excellent progress. It was good to see how quickly those of you who came to your school with limited English have gained in confidence.

Your behaviour is excellent and a credit to you all. You clearly feel very safe in school and know that adults look after you very well indeed. Many of you enjoy taking responsibility in school. Both pupils and your parents and carers reported to us that you regard your school very highly and appreciate the work of the staff. We saw that you enjoy school life very much and most of you attend very regularly. Your headteacher and the staff are working together very well to improve the school and know that there are some things that still need to be done. We have recommended that they should help you do even better in your learning by showing you how to find things out for yourselves.

Yours sincerely,

Roger Sadler

Lead inspector

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