



Broomhill Infant School Self Evaluation October 2022

Overall Effectiveness: Good

The Quality of Education: Good

Behaviour and Attitudes: Good

Personal Development: Good

Early Years: Good

Leadership and Management: Good

School Ethos

At Broomhill Infant School we are an enthusiastic, caring and co-operative team. We ensure a safe and secure environment that is welcoming to all. All our children are encouraged to achieve their best within an enriching, enjoyable and relevant curriculum with creativity at its heart. We celebrate diversity by learning from each other, and prepare our children to develop the skills and attitudes they will need for a happy and fulfilling life. By the time the children leave us at the end of year 2, our goal is that they are well-rounded citizens who are considerate, tolerant and have a good understanding of the world around them as well as having the knowledge and skills required to be successful as they navigate their way through further education and life as an adult.

OVERALL EFFECTIVENESS: Good

This is because Broomhill is a unique and special school. Education at Broomhill is alive, rich and relevant. Outcomes for children at the end of Reception and KS1 are in line and if not, better than the national figures.

September 2022 baseline assessment and gap analysis informs interventions and additional support for pupils.

Broomhill is a safe place for the children, both physically and mentally where bullying or racism is not tolerated. Indeed, we have created a climate of safety, where all children feel included and safe from bullying, fighting or unkind words. It is a place where the children can experience our Forest school provision (a magical provision that enables the children to 'at one' with nature and to enhance their learning). Along with our extra-curricular activities, our extremely creative and caring staff team and our consideration of the pupil voice, our children feel like they have had a say in their own learning. Our community is richly diverse and each family is given the opportunity to come into school and tell us about their culture. We have 'Working Together Committees' where we share concerns with parents and work together to resolve them (recently, we have had working together committees to tackle poor attendance and punctuality). We pride ourselves on being an extremely supportive community and take part in community events such as Remembrance in Weston Park or the Broomhill Festival.

Here at Broomhill; we strive to ensure that our children, staff and families are happy. Our teaching staff go above and beyond to make sure that the foundation of each school day is that the children are and feel safe and happy.

THE QUALITY OF EDUCATION: GOOD

Intent

- The school has embedded a question based 'Learning Challenge Curriculum'. The curriculum is engaging, exciting and enriching with creativity at its heart. It promotes and inspires a love of learning and enquiry helping pupils to shine.
- The curriculum is continually being refined to ensure that in every subject's long-term plan - skills, knowledge and understanding are progressive and logically sequenced. The substantive knowledge from the National Curriculum is carefully sequenced over time. The explicit / key knowledge is mapped out on the long term subject plan. Indeed, planning ensures that the substantive knowledge is progressively mapped out each week on the

medium-term plans. Our Forest School provision is the golden thread that weaves through our curriculum. It is a magical provision that focuses on the progressive knowledge (what the children need to know). Planning also incorporates our school values and we focus on a different value each half term, ensuring that it is understood by the children and applied to their everyday lives. In addition; trips, visitors and special events are incorporated to provide the enrichment opportunities for learning. Special events... Forest School, November Remembrance Service, Christmas celebrations and visit to Bridlington are a few examples.

- Positive mental health and well-being - outdoor learning for all year groups continues to be a feature of Broomhill education in 2022/23. Each class has Forest School one day every week. The younger children have free flow access to outdoor provision every day.
- 'Continuous Provision' also features in each class base, from FS2 to Y2. Child initiated activities in continuous and enhanced provision facilitates opportunities to deepen understanding and commit concepts to long term memory
- School staff are determined that every child will achieve their best and receive maximum benefit from innovative and unique learning opportunities
- Visitors and visits (including the Year 2 residential visit to Whirlow Hall Farm) are used to further develop learner's knowledge and understanding of the world. These are often used as a 'Wow' at the beginning of a topic, sometimes part way through a topic and or as a celebration for reflection at the end. An emphasis on a sense of belonging (to school and the community) is woven into all aspects of learning.
- Cultural Capital - we are extremely fortunate to be a part of a richly diverse community here at Broomhill and therefore valuable cultural knowledge is at the heart of all that we do. We invite parents in from different faiths and religions to enrich our knowledge and to give us a better understanding of one another. We celebrate our similarities and differences and the world map in the foyer demonstrates our diversity as a school community. By the time the children leave us at the end of year 2, our goal is that they are well-rounded citizens who are considerate, tolerant and have a good understanding of the world around them as well as having the knowledge and skills required to be successful as they navigate their way through further education and life as an adult.
- Pupils have access to a wide range of extra - curricular activities that deepen and enrich learning. We also have nurture in small groups for those children who have been identified by teachers as needing this. We have cooking, Sports, Music, science, art, yoga and Gardening all build self - esteem, physical and mental wellbeing and develop transferable skills

Implementation

- The medium-term planning, specifically, the crucial knowledge informs the learning that our children do. Having quizzes, questions, a carousel of activities relating to past and current topics as well as learning journey walls that act as a giant knowledge organiser ensures that our children know more, can do more and can remember more.
- The sports premium is used well to enhance sporting opportunities and has an impact on pupils' behaviour, welfare and attitudes to learning. We subscribe to 'Get Set 4 PE'. The 'Arches' PE coach facilitates after school clubs.
- The PE coach mentors 'Year 2 Sports Leaders' from Autumn 2 onwards, giving them a taste of responsibility.
- Quality first teaching and a range of interventions e.g., Speech and Language, Lego group work and nurture are used to overcome barriers to learning
- Teachers use subject knowledge and subject strengths/specialism well to ensure that knowledge and skills are embedded and that the level of challenge is appropriate for all children.
- Specialist teaching of 'Computing' is delivered by the Computing lead teacher. Sarah Hawley covers PPA for all teachers so has an overview of curriculum coverage, delivery and progression.
- Teachers and the Forest School team plan together to create inspiring learning opportunities that excite children and create a love of learning.
- The good (or better) quality of teaching and strategic use of support staff results in positive attitudes to learning. The TA role is fluid. They are all fully trained in the Little Wandle Phonics Scheme as well as planning and delivering Book Club and interventions based on the need of the child.
- NTP (National Tutoring Programme) - one of our teachers accessed the NTP training to enable us to deliver school-led interventions which were tailored to the needs of our children, having assessed gaps in their learning.
- Teachers ensure that pupils have the attitudes, skills and knowledge needed for success in the next stage of education. Our values, the Secrets to our Success are an integral part of all learning.

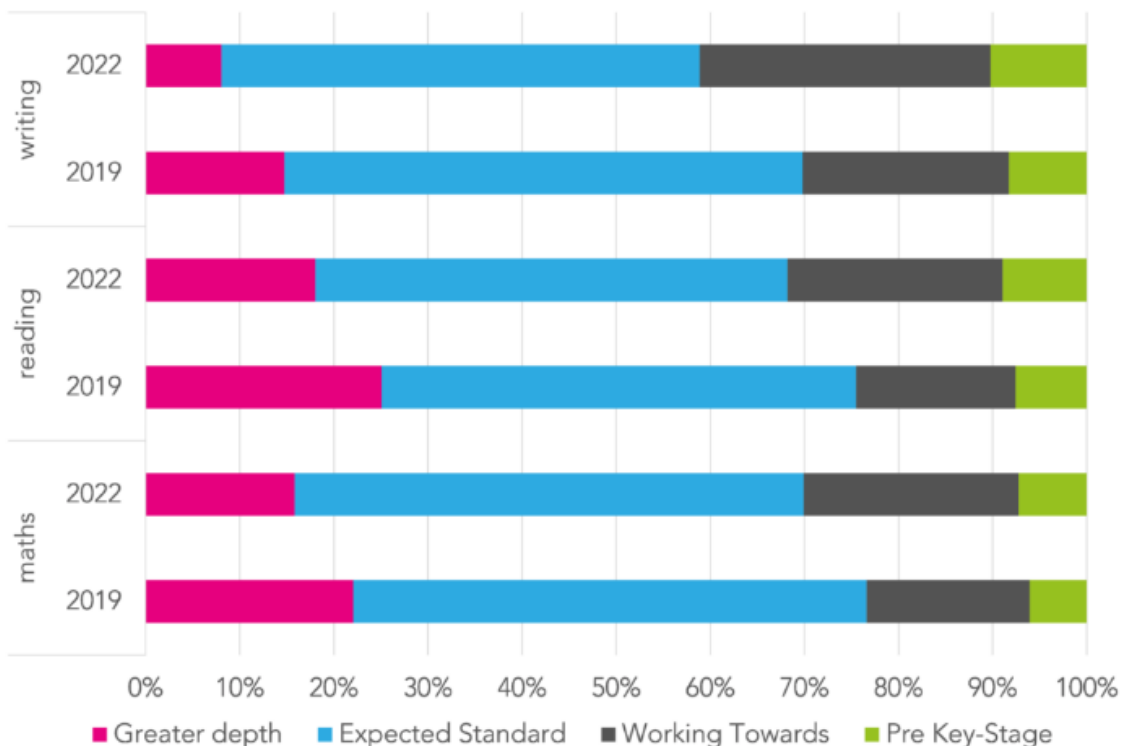
Impact

- Predicted outcomes at the end of FS2 are broadly in line and if not, better than the national figures. At the end of KS1 predicted outcomes are greater than the expected level in reading and writing and just below the national figure in maths. Our children know more, remember more and can do more so we know that progress has been made.

Y1 Phonics Screening - over 3 years Di Sharkey will provide a written update in the FGB meeting				
	% Y1 reaching required standard 2018	% Y1 reaching required standard 2019	Phonics screening check taken in the Autumn term 2021 - (using 2018 paper)	% Y1 reaching required standard 2022
BIS	86.6%	84.2%	67.5%	92%
National	83%	82%		

2022 Y2 results derived from past Y2 SATS papers and Teacher Assessment Helen Downham to provide written update in the FGB meeting						
	Y2 % Expected Standard Reading	Y2 % Greater Depth Reading	Y2 % Expected Standard Writing	Y2 % Greater Depth Writing	Y2 % Expected Standard Maths	Y2 % Greater Depth Maths
	70%	19%	62%	5.5%	62%	5.5%

Teacher assessment at Key Stage 1 2019 and 2022



- Curriculum - intent, implementation and impact are triangulated and monitored by subject leaders using the impact monitoring cycle and the impact review sheet which ensures that what was intended (planning) has been implemented into the learning (books and Google Classroom) and that the children can successfully talk about their progressive knowledge. The impact review sheet also identifies any gaps to be worked on. The retention

and recall policy is evolving organically as the teachers explore and apply the research into strategies such as number songs that induce retention and recall. All of this together, means that all children know more, can do more and can remember more. In addition, each classroom has a learning journey wall which prompts the children to understand, remember and talk about what they know. Upon completion of a topic, the learning journey is transferred into a class book which children can access to revisit their learning and thus commit it to long term memory. One or two subjects will be the focus of each half term. This means that the children have a block of each subject over a 6- or 7-week period which also ensures that a logical sequence of learning is taught and remembered. Morning work is a carousel of activities focusing on: handwriting, spellings, maths, retrieval of the current topic, retrieval of the previous topic.

- Pupil progress meetings take place the first week of each half term. Analysis of progress is monitored by the head teacher and class teacher/s. Staff working in each class and the SENDco receive follow up notes from pupil progress meetings re: interventions / extra provision which is then translated into tracked interventions on the SEND Provision Map.
- Pupil Premium is targeted effectively at individuals and groups to ensure that progress is maximised and disadvantaged pupils have equal access to every learning opportunity.
- Children understand our 'Secrets to Success', are resilient in their learning and thrive on a high level of challenge. They know and can apply our values to their everyday lives.
- The teaching of phonics is highly effective. We know this through assessment, observations and data.
- In maths, we were 8% below the national average (2022) which equates to three children out of a year group of 40. Therefore, blocks of learning will be revisited to guarantee that mastery and strategies and formulas have been retained. In addition, children will be taught at the point of need. An initial assessment of their capabilities will be done in a circle time. The children who have remembered their learning will be sent off to be challenged further. Children who have misconceptions will spend time with the teacher and receive quality first teaching before being re-assessed.
- Reading, writing and maths is clearly and effectively embedded across the curriculum. This is most evident through the Forest School learning.
- Standards of work and progress in learning across the rich, cohesive and connected curriculum is good...learning is alive and relevant / linked to everyday careers.
- Work in most pupils' books shows that the vast majority are making at least good progress from their starting points

- Favourable external moderation in June 2022 means that we can have confidence in our judgements of the children's academic ability.
- Pupils are very well prepared for the next stage of their education. And for thinking about their future. The curriculum is linked to careers that they could consider. This gives a purpose to their learning and creates a love of learning that cannot be manufactured.
- We are working closely with our feeder school to bring a consistent approach from FS2 through to Y6.

Next Steps:

- Ensuring that the curriculum is accessible to all.
- Embed the curriculum fully.
- Develop our retention and recall policy.
- Develop links with the Junior School.

BEHAVIOUR AND ATTITUDES - GOOD



- Most pupils are aware of and subscribe to the high expectations set for learning
- Most pupils are aware of and subscribe to the school's very clear behaviour policy, understand our 'Secrets to Success' and want to take part in earned 'Success Time' each Friday afternoon. All staff offer exciting learning opportunities in Success Time... jewellery making, cycling & scooter skills are two examples.
- Most children take great pride in their work and their school; have a high level of respect for each other and celebrate each other's successes. Manners are exemplary
- Understanding and support for pupils with difficulties and /or additional needs is exceptional
- There is a calm, purposeful atmosphere around school and in lessons
- Children support and care for each other

- Behaviour is supported through a clear policy that takes account of the needs of all children in school
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and /or use of derogatory or aggressive language
- The whole staff team reviewed the behaviour policy collectively and changed and implemented the policy for the summer term.
- The children are very positive about their learning.
- Creative classroom environments ensure that the children want to learn.
- There is a range of provision both indoor and outdoor. The outdoor learning (Forest School) helps to regulate behaviour.
- Staff demonstrate positive and friendly behaviour within the school community which the children then emulate.
- Staff care about the welfare of all children and encourage children to show this too.

PERSONAL DEVELOPMENT - GOOD / OUTSTANDING



- Return to school (September 2021) has been smooth, safe and successful after a sustained period of disruption for many children
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of the British Values, are at the heart of the school's work, this is reflected in the curriculum - quality first teaching, topics, visits and visitors
- Pupils contribute to the life of the school and feel a sense of belonging. School Council is active and has a high profile and we are introducing Broomhill Ambassadors who can help other pupils.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring, kind and active citizens in school and in wider society.
- Social cohesion within the school is strong with children from a range of cultural and ethnic backgrounds (*see world map in foyer) along with a range of special needs all understanding and embracing differences
- Relationships in school are strong which significantly contributes to all aspects of school life including general behaviour, behaviour for learning and for safeguarding

- The RHSE (Jigsaw) curriculum provides opportunities for pupil voice and to consider relevant issues within the wider society, including Prevent
- Pupils know how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe
- Pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology
- Our Forest School provision promotes independence, confidence, well-being and working with others.
- Visits and visitors are used to support personal development as well as social, cultural, spiritual and moral development. For example, Christian, Muslim leaders regularly take assemblies
- Pupils have a strong voice and their contribution to school is promoted through the school council and sports leaders. Children seize these opportunities with enthusiasm and a strong sense of responsibility.
- The school is working hard to ensure that pupils are safe in the online environment -via the school's weekly newsletter, website and assemblies
- Our school council and school ambassadors provide a pupil voice. The children feel listened to and valued.
- We have fantastic links with our community and have taken part in special events such as Remembrance at the cenotaph and the Broomhill festival where we opened our garden to the public. The local businesses support us with all of our fund-raising events.
- We have 44 different cultures represented at Broomhill which we like to celebrate.
- We care! We are a small school and we know the families really well.
- We have experienced, knowledgeable staff
- Transition considers the individual child and their needs
- Friends of Broomhill School (FOBS) play a very supportive role in organising fund-raising events.
- At Broomhill School, we welcome visitors that can enhance our curriculum and, in the same way, we go on visits that will enrich our experience and our knowledge.
- Inclusion is superb.
- Creativity and enrichment is at the heart of all we do.

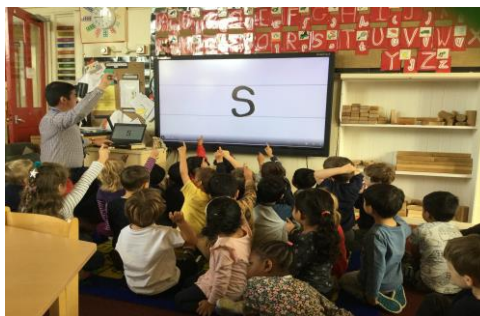
Next steps:

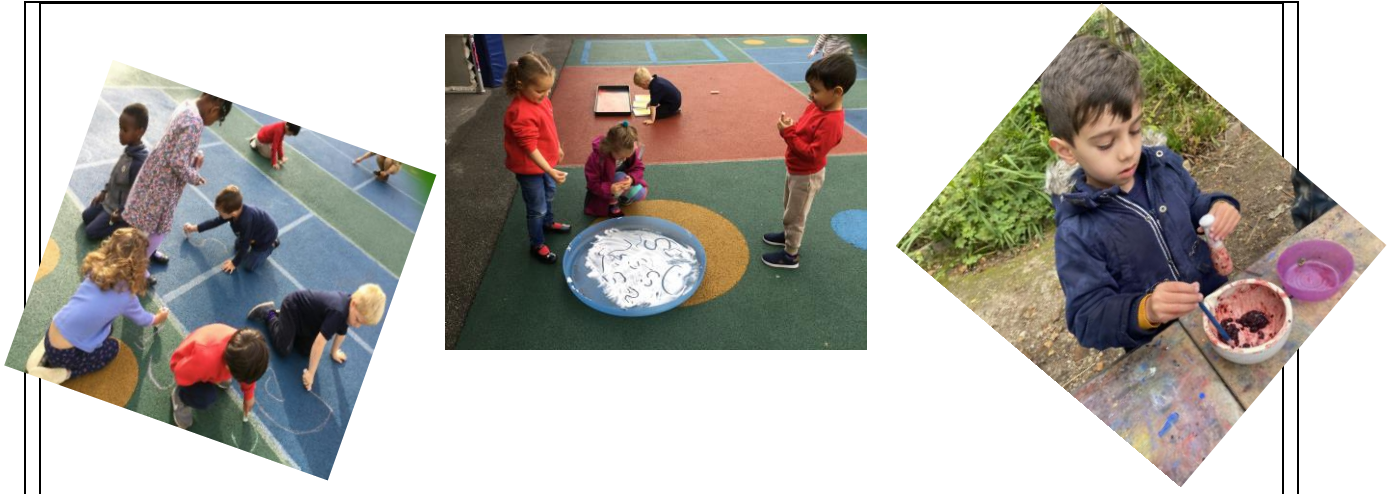
- Pupils will develop resilience and perseverance.
- Maintain the emotional resilience of individual, vulnerable children in preparation for the next stages of life

- Pupils continue to be prepared for life in the modern world with a particular focus on being safe in the digital world with parents supported in their role

EARLY YEARS FOUNDATION STAGE - OUTSTANDING

- Foundation Stage is always full and oversubscribed
- Leaders, Governors, Learn Sheffield Improvement Partner reports, LA moderators along with monitoring and evaluation clearly illustrate that the aims of the EYFS are met in all areas of learning
- The EYFS team cultivate solid foundations in the following areas:
 - Transitions
 - Partnerships with parents (daily information sharing)
 - Accurate baseline assessment
 - Appropriate and timely interventions.
- Across school, there is close communication and a consistent approach to teaching from EYFS to Y2
- The team considers the cultural capital.
- There is a consistent approach to teaching systematic synthetic phonics and Book Club across school from EYFS to Y2.
- The characteristics of learning are closely linked to the Secrets to our Success.
- The planning for the EYFS curriculum links directly to the whole school progression (we plan together as a staff team).
- The Reception children take part in all of the whole school activities and celebrations.
- The learning environment links to ages and stages developmentally, with support and challenge.
- The outdoor environment is used to extend and support indoor learning, with a focus on gross motor and other prime areas.
- Communication and Language skills key focus - to support all children including children with EAL and SEN.
- Forest School
- Children have pre and post teach and next steps are delivered in the moment.
- Storytelling and language development is supported through T4W.
- Planning is done in partnership with KS1 (a whole school approach).





LEADERSHIP AND MANAGEMENT - GOOD



- Staff have an unwavering focus on improving pupil outcomes through a visionary, systematic and collegiate approach
- Governors challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and special educational needs funding, secures excellent outcomes for pupils.
- Leaders and governors have an accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas
- Safeguarding is effective, policies and procedures are well established and in date. All staff are aware of their roles and responsibilities (including prevent and online safety.) Children at risk are identified and helped as an absolute priority in the school
- Safeguarding policy and procedures are understood by all. Staff read / sign (Keeping Children Safe in Education 2021) Children feel safe in school and know that all adults are here to help them

- Leaders ensure that all staff recognise their shared responsibility in ensuring pupils attain the highest standards
- The leadership takes a democratic approach to making decisions so that the views of staff are always sought and often implemented. Similarly, all stakeholders have buy-in as they are always consulted.
- Curriculum planning is done together and with the Forest School Leaders.
- Leaders in reading, writing and maths have a key role in monitoring and evaluating the standards and quality of provision in their subjects
- Leaders monitor and evaluate the performance of the school and use this knowledge strategically to set clear goals for improvement
- CPD and performance management are clearly linked to the school's improvement priorities whilst also addressing individual development needs. They are clear and can be measured for impact. This year our main priorities are: The curriculum and Consistency in Teaching and Learning.
- Subject leadership is excellent and subject leaders have fully embraced the curriculum developments with the arrival of the new headteacher.
- The new headteacher is very strong leader who understands the strengths of the team around her.
- The staff team are supportive of one another and the headteacher has regular meetings with all staff to ensure that there is a staff voice.
- The headteacher recognises that staff well-being is important and seeks to ensure that everyone feels valued and is listened to.
- The headteacher has a democratic approach to leading. We have a wealth of experience within the staff team which is valued and utilised by the headteacher.
- The school has an outward looking and collaborative approach and works in partnership with Learn Sheffield, Locality F, with a working group of six schools known as The Sheaf Cooperative Learning Trust and Infant Head teachers across the City

Next steps:

- Continue to develop a clearly structured and sequential curriculum that is aspirational and enables pupils to embed key concepts in their long-term memory
- Ensure that CPD is focused on subject, pedagogical and pedagogical subject knowledge leading to improved outcomes for more able, SEND and EAL pupils
- Further develop the SEND Provision Map to make the most effective use of funding and to ensure quality education for all.



Overall priorities to inform the School Action Plan: 2022/2023

KEY IMPROVEMENT PRIORITIES:

- **Early Reading and Phonics**
- **To sustain and build on impressive improvements in phonics**
- **To continue to make the best possible progress in maths**
- **To continue to make the best possible progress in writing**
- **The continue to develop the wider Curriculum**
- **To improve attendance by 1.5%**

