

Broomhill Junior School

Address: Allison Road, Brislington, Bristol, BS4 4NZ

Unique reference number (URN): 108919

Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Over time, most pupils' achievement in reading and mathematics by the end of key stage 2 is broadly in line with national averages. Published outcomes show that pupils' attainment in writing is less secure. In the main, most pupils are ready for the next stage of their education.

Leaders track pupils' progress closely. Pupils who are disadvantaged and pupils with special educational needs and/or disabilities currently progress steadily through the curriculum.

Some pupils join the school with gaps in their knowledge and skills, including some who join part way through the school year. Leaders focus on supporting pupils to catch up quickly. They put extra support in place swiftly for any pupils who need it. For example, leaders quickly identify pupils who have gaps in their reading knowledge. They adapt the reading curriculum so that these pupils can read fluently by the time that they leave the school.

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They are relentless in ensuring that pupils attend regularly. Leaders have a detailed understanding of the barriers that pupils with low attendance face. They provide effective individualised support to these pupils and their families. As a result, pupils' attendance is improving. Pupils and staff understand that it is important to attend regularly. They work together well to continue to improve this.

Leaders apply the same high expectations to behaviour as they do to attendance. Staff help pupils take responsibility for their conduct in lessons and at social times. Pupils engage positively with their learning. Leaders respond swiftly to any concerns that pupils raise. As a result, incidents of poor behaviour, including any reports of bullying, are addressed quickly and effectively. Leaders monitor behaviour closely. They provide timely support that helps pupils reflect on their choices and develop greater independence. Staff, including the pastoral team, offer a wide range of sensitive and appropriate support. Pupils trust staff to give them the help they need. As a result, the school is a welcoming, calm and safe environment.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious curriculum that meets pupils' needs. The curriculum builds on pupils' knowledge over time. Pupils talk enthusiastically about their learning. For example, younger pupils enjoy extending their learning about history through a trip to Stonehenge. Other pupils recall an educational visit to learn about how the Mayans ground cocoa beans to make some of the first chocolate. Leaders use experiences such as these to deepen pupils' learning and support pupils to remember important knowledge.

The logical order of the curriculum supports staff to teach content well. For instance, when teaching science, staff teach technical language that increases in complexity as pupils move through the year groups. Generally, staff check pupils' learning regularly and effectively.

Staff adapt their teaching appropriately. For example, pupils in the school's specialist 'Amazon' class follow a curriculum adapted to meet their needs. Pupils show fascination in their learning, such as when exploring levers and pivots. Pupils' work books reflect their knowledge of the curriculum across subjects. However, at times, some teaching does not identify gaps in pupil's knowledge quickly enough.

Leaders understand the quality of teaching and the curriculum. They have identified that the teaching of writing is an area for continued development so that pupils develop greater accuracy and expertise in their writing.

Inclusion

Expected standard 

Leaders are astutely aware of the challenges that pupils with barriers to learning, including some with special educational needs and/or disabilities (SEND), may face. They ensure that staff are well trained to support any additional needs that pupils may have. For example, the school has set up a specialist class for pupils with more complex SEND needs. Staff are adept at supporting pupils with social and emotional needs who learn in this class. This improves these pupils' readiness to learn and prepares them well for their next steps in education.

Leaders carefully monitor how well pupils progress through the curriculum. They check the impact of additional support and adapt this so that pupils are generally supported well. The school uses its pupil premium funding effectively to ensure that disadvantaged pupils receive the support they need to thrive. Gaps in outcomes between disadvantaged pupils and their peers are closing.

The school works effectively with external agencies, such as social care and specialist services, to provide well-tailored support for pupils. Parents and carers, pupils and staff contribute to support plans for pupils who need them. The pastoral team, along with all staff, use these plans effectively to support pupils.

Leadership and governance

Expected standard 

Leaders know the school's strengths and areas for improvement well. They place pupils' best interests at the heart of their decisions. This helps to create a positive and supportive environment, which helps pupils feel safe. Leaders ensure that pupils receive the support they need to succeed. Leaders are wholly committed to the school's ongoing development. They continually identify and prioritise actions for further improvement. The school works successfully with other schools and the local authority to continually enhance its effectiveness.

Staff are proud to work at this rapidly evolving school. They feel that leaders value their work. Carefully tailored programmes of professional development have strengthened staff's knowledge and increased their confidence in supporting pupils, including those with special educational needs and/or disabilities (SEND). Teachers who are at the early stages of their careers are well supported. All staff appreciate these opportunities to develop professionally. They speak highly of leaders' consideration of their wellbeing.

Those responsible for leadership have a clear ambition for pupils, particularly those with SEND. The governing body fulfils its statutory duties, such as checking on safeguarding practice. They know the school's context well. Together with school leaders, governors ensure that there is a constant focus on the experiences of pupils who face barriers to learning. Governors challenge leaders effectively to ensure that pupils' educational experience is typically of a high quality.

Personal development and wellbeing

Expected standard 

The school's well-planned personal development programme promotes pupils' broader knowledge of the world around them. Skilled staff effectively adapt the programme for pupils who need it. Pupils understand the importance of healthy relationships and what these should look like. Pupils confidently talk about how to keep themselves safe, including when online.

Pupils' wellbeing is paramount to leaders' decisions. Pupils know the trusted adults they can speak to if they ever feel anxious or worried. Pupils are supported well to share how they are feeling and to manage their emotions. All staff are aware of ongoing and new complexities that may affect pupils' day-to-day learning. Staff actively seek pupils out to ensure they get the support they need. Leaders ensure pupils understand physical health and the importance of healthy food choices.

Pupils typically have a secure understanding of fundamental British values. They articulate how these are lived out at school and in the wider community. For example pupils extend their knowledge of equality and fairness through discussions about refugees and disability. These opportunities broaden pupils' understanding of the diverse world in which we live and prepare them well for life in modern Britain. Pupils talk confidently about inclusion, friendships and how the curriculum helps them understand and celebrate others.

Older pupils revel in the leadership opportunities they have access to. The playtime leaders demonstrate responsibility, when organising games for younger children. The VIP assembly helpers are proud to support teachers. The various school councillors have opportunities to shape their school through meaningful debate and democracy. Pupils benefit from a broad range of clubs that help them to develop new interests. Clubs such as board games, chess and cooking club are popular. Leaders ensure all pupils access these experiences.

What it's like to be a pupil at this school

Pupils are at the centre of leaders' decisions. Pupils benefit from a warm, welcoming and inclusive environment. Staff know all pupils well and build strong, supportive relationships with them. These connections help staff remove barriers to learning. Pupils talk with pride about their school experiences. Pupils with special educational needs and/or disabilities (SEND) are supported well so they can access all that the school has to offer.

Pupils take part in a wide range of after-school clubs. They relish the leadership opportunities available to them. Leaders ensure pupils have a voice and listen to what they say. Recently, members of the school council debated school lunch portion sizes with staff.

This led to successful change. The school council also wanted to amplify the voices of pupils with SEND. As a result, leaders established a SEND Council, which has contributed to changes to classroom practice.

Pupils behave well in lessons and around the school. They feel safe and say that bullying is rare. They are confident that staff deal quickly and effectively with any incidents that occur. Leaders promote values, such as resilience, responsibility and respect. Pupils learn to treat one another with kindness and understanding. Leaders embrace diversity and build a strong sense of belonging that pupils readily describe. Staff teach pupils about differences, and pupils recognise and value these in their classrooms. This sense of community is particularly evident during whole school singing assemblies, where parents and carers, staff and pupils sing together. The song 'Lean on Me' frequently echoes through the school.

By the end of Year 6, most pupils are well prepared for the next stage of their education. Pupils take pride in their work and enjoy learning. Leaders have a robust focus on improving attendance and pupils want to be in school.

Next steps

- Leaders should continue to refine the use of checks on pupils' learning and adapt the curriculum to meet the needs of the continuous change in cohort and their starting points.
 - Leaders should ensure that pupils are consistently well supported to develop greater accuracy and expertise in their writing, so they are able to apply this knowledge effectively at all times.
 - Leaders should continue their targeted work to improve pupils' attendance.
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About this inspection

The co-chairs of the board of governors in this school are Kassim Hanid and Mair Allen.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other school leaders and groups of staff. The lead inspector met with the school improvement officer from the local authority. The lead inspector also met with a group of governors, including the co-chairs.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

Lead inspector:

Thomas Brewer, His Majesty's Inspector

Team inspectors:

Helen Springett, Ofsted Inspector

Teresa Hill, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

199

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

40.70%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.03%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

34.17%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Close to average
2024/25 (revised)	49%	62%	Below
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	61%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	72%	Below
2024/25 (revised)	53%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (revised)	61%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (revised)	20%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	26%	46%	Below
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	62%	Close to average
2024/25 (revised)	50%	63%	Below
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	52%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	59%	Below
2024/25 (revised)	20%	59%	Below
2023/24 (final)	37%	58%	Below
2022/23 (final)	52%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25 (revised)	40%	61%	Below
2023/24 (final)	37%	59%	Below
2022/23 (final)	48%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-39 pp
2024/25 (revised)	20%	69%	-49 pp
2023/24 (final)	26%	67%	-41 pp
2022/23 (final)	38%	66%	-28 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	52%	78%	-26 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	78%	-41 pp
2024/25 (revised)	20%	78%	-58 pp
2023/24 (final)	37%	78%	-41 pp
2022/23 (final)	52%	77%	-25 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25 (revised)	40%	81%	-41 pp
2023/24 (final)	37%	79%	-43 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	48%	79%	-32 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	7.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.7%	13.3%	Above
2023/24 (3 term)	18.8%	14.6%	Above
2022/23 (3 term)	23.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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