

# Brockmoor Primary School

## Inspection report

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<b>Unique Reference Number</b>	103777
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	363683
<b>Inspection dates</b>	8–9 June 2011
<b>Reporting inspector</b>	Jeremy Spencer HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	365
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Kendall
<b>Headteacher</b>	Brad Jones
<b>Date of previous school inspection</b>	12 May 2010
<b>School address</b>	Belle Isle Brockmoor, Brierley Hill DY5 3UZ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 19 lessons, taught by 19 teachers, and three assemblies. The inspection team also held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at a variety of school documents including safeguarding arrangements, policies, minutes from meetings, data about pupils' progress, pupils' exercise books and the school's improvement plans. The inspection team also analysed responses on 110 questionnaires from parents and carers, together with 20 questionnaires from staff and 110 from pupils.

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

Does provision for learning and development in the Early Years Foundation Stage enable children to make the progress they are capable of?

- Is teaching improving quickly enough to secure improving pupil progress across the school, particularly in English and science?
- How effective are school leaders in devising, implementing and monitoring plans to improve the quality of teaching and learning?
- How successful have the school's strategies been to improve attendance by reducing the rate of unauthorised absences?

## Information about the school

This school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is higher than average. The percentage of pupils with learning difficulties and/or disabilities is above the national average. A breakfast club and an after-school club run on the school site and these are both managed by the governing body. The school has achieved a number of awards including Activemark, Information and Communication Technology (ICT) Mark and the Bronze Eco Schools award, and has acquired Healthy School status. A new headteacher joined the school in September 2010 and a new deputy headteacher in January 2011.

The school was last inspected in May 2010 and received a notice to improve. Significant improvement was required in relation to progress made in learning by children while in the Early Years Foundation Stage.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school has made considerable improvements during the last year and is now a satisfactory and rapidly improving school. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The dedicated and highly-focused headteacher, deputy headteacher and staff are committed to raising all aspects of pupils' development. There is a clear sense of purpose and direction. Well-developed monitoring and management systems are in place that accurately identify relevant areas for improvement. The resulting recent improvements, particularly in the Early Years Foundation Stage, and in pupils' behaviour and attendance, demonstrate the school's good capacity to improve further.

Children in the Early Years Foundation Stage make good progress from their starting points, due to significant improvements in provision, in both the Nursery and Reception classes. Teachers gather information about children's learning and progress efficiently and ensure that subsequent work is planned carefully to meet the needs of learners working at different levels of ability. Children who are new to the English language receive effective specialist teaching to support their language acquisition and develop skills. New programmes implemented to accelerate children's progress in linking together letters and the sounds they make have been particularly successful.

Pupils' progress in Key Stages 1 and 2 is satisfactory overall but stronger in reading and writing than in mathematics and science. School leaders have implemented a range of well-targeted new strategies which are beginning to address identified weaknesses. Comprehensive monitoring systems, understood and deployed by leaders at all levels, ensure that new strategies operate efficiently and their impact upon pupils' learning is closely tracked. School assessment data and work in pupils' exercise books indicate that progress in reading, writing and mathematics are beginning to improve rapidly.

Many of the strategies to improve the quality of teaching are at an early stage of implementation and their full impact upon improved outcomes for pupils is yet to be seen. Although still satisfactory overall, the quality of teaching is improving quickly enough to secure improving levels of pupil progress across the school. There are however, still some inconsistencies. In the best lessons all pupils, particularly the more able, are well-challenged by teachers to ensure that they make good progress. Teachers question pupils effectively in these lessons and plan stimulating activities to ensure that they learn at an appropriate pace. However, this practice is not consistent across the school and in other lessons pupils make slower progress. This is because teachers do not assess pupils' knowledge and understanding well enough, to ensure the next steps of learning are at just the right level. Teachers' questions in these lessons tend to be closed and do not generate the depth of thinking required by more-able pupils to support and enable their good

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progress. Similarly, the lesson objectives and success criteria set for pupils in these lessons do not cater for the full ability range, leading to a lack of challenge for some pupils.

The staff provide strong pastoral support for pupils, which has resulted in improved behaviour. Pupils say they enjoy coming to school, which is reflected in attendance rates that have risen sharply and are now broadly average. Although satisfactory, the curriculum does not focus sharply enough on the development of pupils' skills. Opportunities for pupils to work with others who come from backgrounds different from their own are limited.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Raise attainment and continue to accelerate progress throughout the school by:
  - improving the quality of teaching, so that at least 85% is good or better by the time of the next section 5 inspection
  - continuing to embed recently implemented strategies to make better use of assessment to inform teachers' planning, redressing any inconsistencies between classes
  - developing greater consistency in the quality and clarity of lesson objectives and success criteria, so that all pupils understand better what they are learning to do and become more engaged in the learning process
  - ensuring that all pupils, particularly the more able, are consistently well challenged through questioning and in their learning activities.
- Revise the curriculum to ensure that it is stimulating, progressive and focuses sharply on the development of pupils' skills.
- Develop the national and global elements of the school's community cohesion strategy to provide opportunities for pupils to be active in working with others who come from different backgrounds.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Attainment, although slightly below average overall, is improving strongly, particularly in pupils' reading and writing skills. The work seen in pupils' books show that their learning and progress is improving securely and quickly, including the progress made by pupils with special educational needs and/or disabilities. There is improved consistency in pupils' learning and progress, as many families have responded positively to the school's successful efforts to improve attendance.

Pupils' behaviour is good, including those at risk of displaying challenging behaviour, as a result of the effective support provided by teachers and teaching assistants. Pupils respect each other's views and they are attentive, responsive and keen to ask questions. Pupils feel safe and secure and know how to stay healthy. However, not all pupils choose to adopt a healthy lifestyle, as demonstrated in a school assembly during which they were asked to choose between healthy and unhealthy foods. Spiritual, moral, social and cultural

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development is sound, although pupils are not fully aware of the cultural diversity of our society. Pupils make a valuable contribution to the school and wider community, particularly through the work of prefects, the school council, and the school's charitable activities. Annual pupil carol concerts at the local church are well received by the local community.

Pupils are well-prepared for the next stage in their education and demonstrate satisfactory basic skills. However, some pupils are not always clear about the targets they have been set and, despite improvements in teachers' marking, do not clearly understand the next steps they need to take in order to improve.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

The quality of teaching and learning is satisfactory. During the inspection no inadequate lessons were seen. While there is evidence of good lessons, their positive features are not sufficiently widespread and embedded throughout the school. The strongest teaching is accelerating progress rapidly and the pace of learning is brisk in these lessons. However, teachers do not make enough use of open-ended questions to challenge pupils' thinking and trigger well-reasoned responses. Good support is provided by teaching assistants, who contribute to the assessment of pupils' learning increasingly well. For example, during one lesson a teaching assistant recognised a misconception in a child's understanding. She briefly withdrew the child from the lesson, with permission from the class teacher, and

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effectively corrected the misconception. The child then returned to the classroom and went on to make good progress during the lesson. Assessment information is being used to plan lessons that are better matched to pupils' abilities. However, on some occasions, more-able pupils are not sufficiently challenged. The school has implemented a new marking policy and in many classes marking provides clear guidance on what pupils need to do to make their work better. Encouraging comments also help to build their self-esteem. However, the scheme is not always consistently applied.

The curriculum has been extended to include well-attended 'Adult and Child' courses. During these sessions parents and carers learn alongside pupils as part of literacy and numeracy courses. A wide range of visits, visitors and extra-curricular activities supports the curriculum effectively. However, the school acknowledges that the curriculum can be further improved by focusing more on the development of pupils' skills.

The school makes good provision for pupils' care, guidance and support. Skilled and committed adults provide clearly targeted support for pupils whose circumstances may make them vulnerable. Strong links with external agencies ensure that pupils receive prompt access to specialist advice at times of need. The school's before- and after-school clubs provide adequate provision for pupils but are not always well-attended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The enthusiasm, drive and determination of the headteacher and deputy have inspired staff to make improvements. Phase leaders make a significant contribution to the decision-making process and leaders at all level have been successful in raising the quality of teaching and learning.

Procedures for monitoring and reviewing pupils' achievement are comprehensive and teachers understand that they are accountable for pupils' progress. This is reflected well in the improvements which have been made in the quality of teaching and learning. The governing body is astute and knowledgeable, providing effective support and rigorous challenge in equal measure. Their participation in monitoring the school's priorities is exemplary. They ensure the school's policies and procedures mean that pupils have equal opportunities to achieve their potential and, as improvements become embedded, more do. The governing body ensures that the school provides satisfactory value for money. All safeguarding requirements are being met to a satisfactory standard.

The school goes to significant lengths to welcome parents and carers and assist them in supporting their children's learning. For example, the weekly 'Achievement Assemblies,'

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are well-attended by parents and carers. The headteacher also meets with a 'Parent Voice' group, which has been successful in encouraging parents and carers to contribute towards the school's continuing development. A new homework policy was drafted recently with input from this group. The school has worked well with partners, both within the local community and also the local authority, whose very good support has brought about improvements to leadership and management and the Early Years Foundation Stage in particular. The school has also worked effectively with other external consultants to improve leadership capacity.

A number of projects promote community cohesion well at a local level, including links with the local church and a local mosque. However, the school's evaluation of its work in this area and work to develop pupils' understanding of the school's characteristics in a national and global context are underdeveloped.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The industrious leadership of the deputy headteacher has underpinned significant improvements in teaching and in the quality of both indoor and outdoor learning environments since the last inspection. Well-targeted and expert support from local authority advisors has further accelerated the rapid pace of change and improvement. Children now make good progress from their starting points.

Children enter school with skills, knowledge and understanding below, and sometimes well-below, those found nationally for children of their age. This particularly applies to their communication, personal and social skills. Teachers plan engaging learning activities that enable children to make good progress, particularly in the ways in which they link sounds and letters and in their personal, social and emotional development. Children's progress in developing their writing skills is less strong, although is now beginning to



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improve. Teachers and other staff use observations and assessments effectively to support and extend children's learning and to identify areas for improvement. Children are becoming increasingly engaged in their learning and are given the opportunity to decide how they wish topics to be developed, for example, through 'classroom planning walls.

Well-established routines enable the children to respond with confidence to all that is on offer. They feel well-cared for and demonstrate considerate behaviour towards each other. Children work well together, during learning tasks and structured play activities. Teachers make effective use of the well-equipped outdoor area and stimulating indoor learning environments. Staff work closely with parents and carers, who feel well-informed about their child's progress. Parents and carers told inspectors that they appreciated the opportunity to work alongside their child each morning during daily 'parent-link' sessions. These sessions were well attended by parents and carers during the inspection.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Most parents and carers who returned questionnaires, or who were spoken to during the inspection, have a positive view of the school and are happy with their children's experience. One parent commented, 'I feel proud to send my children to this school, it provides a superb environment for children to learn, feel safe and be cared for.' Other parents and carers made similar comments. A small number of parents raised concerns regarding the lack of challenge in some lessons for pupils. Inspection evidence shows that the school sometimes do not challenge more-able pupils in lessons as well as they could. Other parents and carers brought up individual concerns. All of these were considered during the inspection and, while preserving anonymity, discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brockmoor Primary 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	53	47	43	2	2	1	1
The school keeps my child safe	58	53	48	44	1	1	2	2
My school informs me about my child's progress	60	55	47	43	1	1	1	1
My child is making enough progress at this school	51	46	51	46	7	6	0	0
The teaching is good at this school	49	45	59	54	1	1	0	0
The school helps me to support my child's learning	58	53	46	42	4	4	1	1
The school helps my child to have a healthy lifestyle	44	40	60	55	2	2	2	2
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)	40	36	58	53	6	5	1	1
The school meets my child's particular needs	45	41	57	52	3	3	2	2
The school deals effectively with unacceptable behaviour	47	43	52	47	3	3	2	2
The school takes account of my suggestions and concerns	41	37	58	53	6	5	2	2
The school is led and managed effectively	55	50	47	43	2	2	2	2
Overall, I am happy with my child's experience at this school	62	56	42	38	3	3	1	1

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 June 2011

Dear Pupils

**Inspection of Brockmoor Primary, Brierley Hill, DY5 3UZ**

Thank you for the help you gave us when we visited your school. Many thanks also to those of you who completed the questionnaires. The inspectors enjoyed meeting and talking to you, as well as observing some of your lessons.

You go to a satisfactory school. This is an important achievement because the last time your school was inspected in May 2010 the inspectors gave your teachers what we call a 'notice to improve.' This means that your school has improved and that you are now learning better. We were pleased to see you behave well and that you have improved your attendance. The teaching in the school is improving, which is helping many more of you work towards the standards that you are expected to reach, particularly in reading and writing. The headteacher, staff and governing body have made many improvements, particularly to the Nursery and Reception classes, since the last time your school was inspected, but there is still more to be done to make your school even better.

Inspectors have asked your teachers to help more of you reach the levels expected for your age. They will do this by making all lessons as good as the best ones, checking how well you are doing in each lesson and planning activities for you with just the right level of challenge. They will also ask questions to make you think a little more carefully. You will be able to see how well you are learning by checking your progress against clearer learning objectives and success criteria in each lesson. We have also asked teachers in the school to look carefully at the topics they teach you, so that they can teach you to practise your skills more often and learn more about people who come from different places and have different values and beliefs to your own.

You can all help too by working hard, enjoying learning and keeping up your much improved attendance. We wish you every success in achieving your very best.

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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