

Broomhill Junior School

Inspection report

Unique Reference Number	122585
Local Authority	Nottinghamshire
Inspection number	380495
Inspection dates	12–13 September 2011
Reporting inspector	Joanna Curd

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Trevor Locke
Headteacher	Andrew Beckinsale-Yates
Date of previous school inspection	30 November 2006
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed; these were taught by nine different teachers. Discussions were held with parents, groups of pupils, governors and staff. Inspectors observed the pupils' work, and examined assessments of their attainment and progress. Lesson plans and documents relating to the safeguarding of pupils' health and safety were also scrutinised. Ninety nine questionnaires from pupils, 23 from staff and 45 from parents and carers were analysed.

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

- Inspectors analysed the effectiveness of leaders and managers in their new positions and how well the role of subject leader has developed since the last inspection.
- They evaluated how effectively developments in the curriculum are raising achievement for all groups of pupils, especially in writing.
- Inspectors looked at the behaviour and learning of all pupils and how safe they all feel given that a small minority have significant emotional and behavioural difficulties.

Information about the school

This is a smaller than average school. The percentage of pupils known to be eligible for free school meals is much higher than the national average. The proportion of pupils with special educational needs is also higher than the national average. Most difficulties are emotional, behavioural, learning and speech, language and communication. The proportion of pupils who have a statement of special educational needs is smaller than the national average. The vast majority of pupils are of White British heritage. There are slightly more boys than girls in nearly all classes. Although the headteacher and two assistant headteachers have been teachers and leaders at the school for several years, they all took up their current posts in September 2011. The separately managed Children's Centre next door, runs a breakfast club which pupils at the school can use. The school has gold marks for being an Active and Healthy school.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where there is effective teaching, a rich curriculum and well-targeted support for all groups of pupils; these contribute significantly to their good progress. A happy, settled, purposeful ethos pervades the school. Comments from parents and carers indicate how appreciative they are of all the school offers. Many spoke about how much their children enjoy school and how accessible and helpful they find staff. One said, 'A wonderful school, very open, we are able to discuss any worries or concerns with staff members. My child has really improved his education since he started here'.

Although senior leaders are new to their current posts they are all experienced leaders and managers in the school. They have all been involved in rigorously monitoring aspects of provision and outcomes, and have an accurate view of its main strengths and weaknesses. There has been slightly less emphasis on monitoring, evaluating and developing some other aspects of the school, including attendance and community cohesion. Monitoring ensures that attendance targets are met and occasionally exceeded. However evaluation is not rigorous enough to improve these rates even further. The school's contribution to community cohesion among pupils and in the locality is good. Evaluation and their contribution at a wider level are at early stages. The school's capacity to sustain improvements is good given leaders' successful track record in school development, the positive commitment of staff and high morale of the whole school community.

Initiatives, including effective and well-embedded behaviour management procedures and developments in the curriculum have improved pupils' behaviour and achievement, especially in writing. Relationships throughout the school are good and morale is high. Improvements in the curriculum are having a positive impact on the motivation, enjoyment and achievement of all groups. More time is given for talk and discussion and this is improving writing. However introductions to lessons and discussion occasionally go on for too long. This leaves too little time for practical work or for pupils to do their own investigations or research. Pupils' progress sometimes slows because a few lose focus during these times.

The vast majority of pupils behave well in lessons and around the school. Staff have high expectations of them all and successfully foster responsibility, independence and confidence. Pupils with emotional and behavioural difficulties are supported quickly and effectively. Pupils feel safe because they know that staff are there to help them and will support them whenever necessary.

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What does the school need to do to improve further?

- Increase pupils' learning opportunities and their progress by giving them more time in lessons for practical activities and independent and collaborative enquiry.
- Ensure that all aspects of provision and outcomes are monitored rigorously so that they all develop equally well.
- Improve levels of attendance so that these are above the national average by evaluating attendance patterns and implementing initiatives to improve these.

Outcomes for individuals and groups of pupils

2

All groups of pupils achieve well and enjoy school. Pupils enter the school with development, knowledge and skills that are lower than typically found in children of this age. By the time they leave most pupils' attainment is securely in line with the national average. Pupils with special educational needs and or disabilities make good progress. This is because they are supported well, develop good attitudes to learning through warm supportive relationships and have frequent opportunities to learn in small well-focused groups. All pupils in Year 6, including those who learn more quickly or slowly, benefit greatly from very flexible, effective group work. They have good opportunities to learn with others of similar attainment and come together as a whole mixed-ability cohort to practise skills and tell others about what they have learned. Pupils known to be eligible for free school meals often make better progress than counterparts elsewhere because support is targeted effectively and relationships with families are good. Boys and girls make similar progress and there are no significant differences over time in the progress of other groups.

Attainment at the end of Year 6 dipped in 2010; staff sickness, the particularly low starting points of some children and some pupils' significant social and behavioural issues, contributed to this. The school quickly analysed and addressed these issues and progress throughout the school is good. Pupils' attainment in 2011 was better than previous years, particularly the proportion attaining higher levels in reading and mathematics. Attainment in writing is improving, especially as pupils are more motivated and enthusiastic about this. Teachers have emphasised the need for practical activities and pupils' talk as preparation for writing, for example, including paired discussions at the beginning of most lessons. Good progress was clearly evident in a mathematics lesson where pupils from three different ability groups were given practical tasks to develop skills in ordering numbers and investigating place value. In another, class pupils were engrossed in preparing stories using instruments and drama. Discussion and introductions are occasionally too long, some pupils lose interest and progress slows. For example, in an English lesson where some pupils were less focused because the introduction and paired discussion went on too long.

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Pupils contribute well to their school community by carrying out a wide range of jobs and responsibilities. They eagerly become leaders for singing, writing or sports, read with younger pupils in the school or in the infant school next door and serve on the school council. Inspectors observed Year 6 singing leaders learning how to keep pupils’ attention, praise good behaviour and enthusiastically lead songs and actions, implementing all they had learned with younger classes. They quickly gained confidence, skills and an understanding of how they could improve next time. They develop a good understanding of, and commitment to, leading healthy lives through growing and cooking vegetables, participating in sports and vigorous active outdoor play. Although they know and understand about healthy diets they do not always follow this in their choice of food at lunch times. Pupils are adequately prepared for later life and learning. They develop good levels of independence and confidence but levels of attendance and attainment in key skills remain in line with the national average.

These are the grades for pupils’ outcomes

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

How effective is the provision

Staff are positive, motivated and skilled. They have high expectations for all pupils. The quality of teaching in nearly all lessons seen during the inspection was at least good. It was outstanding in two. All staff demonstrate positive qualities that contribute to effective teaching. Behaviour management procedures are well developed and implemented; pupils know what is expected and respond promptly to well-established rewards and sanctions. Staff observe pupils carefully and generally adjust explanations, tasks and activities accurately to meet their differing learning

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

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needs.

Developments in the curriculum have increased pupils’ enjoyment, motivation and achievement. Learning is successfully enriched through a wide range of popular lunch time and after school clubs, visits and visitors. Topics such as ‘Life in Victorian Hucknall’ effectively combine aspects of learning from different subjects including history, English, geography and mathematics. Pupils particularly enjoy walking around the local area looking at Victorian buildings to learn more about life here in the past. Others enthusiastically and successfully use literacy and mathematical skills to investigate residential patterns using a census from Victorian times.

Pupils and families are supported well. One parent said, ‘The school has been very supportive both my child and myself.....’. Transition from the infant school and to the secondary school is good because there are effective links and on-going opportunities for pupils to mix. Pupils whose circumstances make them more vulnerable are given additional reassurance and support. Pupils with special educational needs and/or disabilities are supported well by all staff including skilled teaching assistants. Individual education plans are well targeted, implemented and monitored. Information for safeguarding pupils’ health and safety is all in place. Information on attendance and punctuality has not yet been fully evaluated or used to raise rates to above average.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders have an accurate understanding of most of the schools’ strengths and areas for development and a clear vision for improvement. They have successfully implemented initiatives which have raised enjoyment, motivation and achievement. They are promoting equality and tackling discrimination well, particularly in terms of achievement, because they analyse results closely and target support effectively. Pupils and their families are valued and staff have high expectations for all. Governors are closely involved in the school, they are all linked to a subject or area and visit to monitor lessons and discuss provision and pupils’ outcomes with coordinators. Their support and challenge have contributed significantly to school development, especially in achievement and behaviour. Policies and procedures for safeguarding pupils are in place and meet requirements. The role of subject leaders has improved since the last inspection. They carry out more lesson observations and are now more aware of strengths and areas for development across the school. Leaders at all levels are successfully raising ambition and improvement across the

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whole school community.

Parents and carers are engaged regularly in their children’s learning through curriculum workshops, discussions with staff and homework projects. Some parents and carers continue to take their children on holiday in term time, despite requests from the school. This is a main reason for pupil absence and average levels of attendance. Pupils’ experience and aspiration are successfully extended through strong partnerships with local businesses and other schools. The school is making a satisfactory contribution to community cohesion. Relationships between different groups within the school are warm and supportive and the school is having a positive impact locally, through hosting community groups and shared initiatives such as a joint choir with the infant and secondary school. Their contributions beyond this and evaluation of what they are doing locally are less well developed.

These are the grades for leadership and management

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

Views of parents and carers

A slightly smaller proportion of parents and carers returned their inspection questionnaires than the proportion in most schools. Responses in these were overwhelmingly positive. All the parents and carers who responded felt that teaching at the school was good and the vast majority were positive about all other questions too. Almost all said that overall they were happy with their child’s experience at the school. Nearly all said they felt that any unacceptable behaviour was dealt with effectively. Inspectors spoke directly with about 20 parents and carers during the inspection. All of these said they were happy with the school, behaviour and with their child’s experiences there.

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A very small number of parents and carers expressed a few concerns. These were linked with behaviour and supervision. Inspectors found that the vast majority of pupils behave well and that they feel safe. Inspectors also recognise that a minority of pupils have significant emotional and behavioural difficulties. Observations and discussions with parents, carers, pupils, staff and governors indicate that due to effective behaviour management, learning is rarely disrupted and that difficulties in the playground are minimised.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomhill Junior 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	44	24	53	0	0	0	0
The school keeps my child safe	22	49	22	49	1	2	0	0
The school informs me about my child’s progress	20	44	23	51	1	2	0	0
My child is making enough progress at this school	16	36	28	62	1	2	0	0
The teaching is good at this school	24	53	21	47	0	0	0	0
The school helps me to support my child’s learning	21	47	23	51	1	2	0	0
The school helps my child to have a healthy lifestyle	17	38	26	58	1	2	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)	18	40	26	58	1	2	0	0
The school meets my child’s particular needs	21	47	21	47	2	4	0	0
The school deals effectively with unacceptable behaviour	20	44	20	44	3	7	1	2
The school takes account of my suggestions and concerns	17	38	25	56	2	4	0	0
The school is led and managed effectively	21	47	21	47	2	4	0	0
Overall, I am happy with my child’s experience at this school	24	53	19	42	1	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



14 September 2011

Dear Pupils

Inspection of Broomhill Junior School, Nottingham, NG15 6AJ

Thank you for being so friendly when we visited your school recently. All the things you told us really helped us with our work.

We agree with you that Broomhill Juniors is a good school. Nearly all of you behave well. You say you feel safe because you know that staff are there to help and will support you with any difficulties you have. We were particularly impressed by the opportunities which you have to contribute to your school including taking part in school council elections and becoming leaders in singing, writing and sport. You make good progress in your learning because teaching is effective, you learn about a wide range of things and are all supported and cared for well.

There has been a very strong emphasis on talking and discussion in lessons because this helps you to develop your writing skills. Occasionally, largely because too much time in some lessons is spent in discussion a few of you lose interest and your progress slows. We have asked teachers to give more time for you to develop your skills in practical activities and investigations so that you can all make as much progress as possible.

Your headteacher and senior staff know the school well and have successfully helped it improve since the last inspection. They have worked particularly hard to improve achievement and behaviour and have been successful in both of these. They have not looked quite as carefully at some other aspects, including attendance, and have not improved these quite as much. We have therefore asked them to make sure they look carefully at all aspects of the school so that they all develop equally well. Well done to all of you who always come to school. Some of you could come more often. At the moment attendance rates are the same as other schools. These could be better so we are asking you and your families to try to improve this.

You can all help by coming to school as much as possible, continuing to work hard in your learning and telling teachers when activities are particularly interesting and helpful.

Yours sincerely
Joanna Curd
Lead inspector

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