

Brambletye Junior School

Inspection report

Unique Reference Number	125068
Local Authority	Surrey
Inspection number	381039
Inspection dates	13–14 October 2011
Reporting inspector	Wendy Forbes

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	315
Appropriate authority	The governing body
Chair	Nick Pitts
Headteacher	Sue Winterton
Date of previous school inspection	12–13 November 2008
School address	Brambletye Park Road Redhill Surrey RH1 6JX
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Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or parts of lessons were seen and 12 teachers were observed. Inspectors were accompanied in a few lessons by the executive headteacher. Meetings were held with the executive headteacher and members of the senior leadership team, members of the governing body, staff and a group of pupils. Inspectors observed the school's work, examined pupils' work, and looked at self-evaluation documentation, action plans, monitoring and assessment information, lesson plans, safety records and school policies. They analysed 30 questionnaires returned by parents and carers, together with those completed by 100 pupils and 14 staff.

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

- The impact of the school's actions to raise attainment, particularly in writing, and to eliminate any significant variations.
- Whether teaching and the curriculum provide suitable challenges for all groups of pupils.
- The effectiveness of teachers' use of data from assessment to ensure that all groups of pupils make similar progress including boys, the more-able pupils and those with special educational needs and/or disabilities.
- The effectiveness of actions to overcome weaknesses identified in the previous inspection and to confirm that the school has a satisfactory or better capacity for sustained improvement.

Information about the school

The school is much larger than the national average. It entered a hard federation with Earlswood Infant School in May 2011, under a single governing body and leadership team led by an associate headteacher until the appointment of the overall executive headteacher of the federation from September 2011. The two schools are situated on separate, nearby sites. The infant school was not inspected at the same time. The largest group of pupils is White British. The proportion of pupils who are from minority ethnic groups is above average. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average. There is an above average proportion of pupils who have special educational needs and/or disabilities. These special needs comprise a range of barriers to learning, but are mainly linked to speech and language, and social and communication difficulties. The federated governing body manages a breakfast club and after-school care for pupils who attend both Earlswood Infant and Brambletye Junior Schools. The school holds a number of awards including Healthy Schools and the Inclusion Quality Mark.

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

Brambletye Junior school is a satisfactory school but one that has rapidly improved under the good leadership of the previously 'acting', now associate headteacher, and the recently appointed and highly experienced executive headteacher. It is a happy, harmonious school where pupils feel safe and secure, and have an excellent understanding of how to be healthy and behave well. Good attendance reflects pupils' enjoyment of school. Pupils make a good contribution to school life and the wider community. Their spiritual, moral, social and cultural development is good and is noticeable in the way pupils get on well together at work and play. Parents and carers particularly appreciate the high level of pastoral care as well as the breakfast and after-school clubs.

The relatively new federation is already showing signs of success. Morale is high and there is a tangible whole-school momentum in the drive to improve. Staff and governors share the executive headteacher's ambitious vision for the future. They have continued to drive the school forward by eradicating previous weaknesses in teaching, which led to a legacy of underachievement, particularly in English and especially in writing. Since the previous inspection, there have been a number of improvements, significantly in the curriculum, care, guidance and support, and leadership and management, which are all now good. The school has successfully addressed many of the key issues raised at the previous inspection and there is ample evidence of significant improvement in a number of areas. Such aspects indicate the school's good capacity to improve further.

Pupils leave at the end of Year 6 with broadly average attainment. Most make the progress expected of them, except in writing, where few reach the higher levels. Effective action is being taken to improve the quality of teaching and the use of assessment and marking, but it is too soon to see the full effects. Although teachers are now clear about what pupils can achieve, assessment information about how well pupils are doing is not consistently well used. Consequently, in what is otherwise good planning, not all teachers take sufficient account of the needs of those pupils who find learning more difficult. This means that, in a few classes, support is not always as well deployed as it could be. Similarly, although there are good examples, some more-able pupils are not consistently challenged to work to their full capability. Pupils appreciate the opportunities to find out how well they are doing. Effective feedback helps pupils to see clearly how to build on their 'steps to success', but this is not always the case. The teaching in lessons observed during the inspection was mainly good and occasionally outstanding, and this reflects recent improvements.

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However, it is too soon to see the full impact of this on pupils' achievement. On balance, the quality of teaching is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged 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?

- Accelerate progress and raise pupils' attainment, especially in writing, so that it matches the higher attainment already achieved in reading and mathematics, by:
 - ensuring that all pupils, particularly the most able, are routinely provided with tasks that are more closely matched to their level of abilities
 - improving more of the teaching to the quality of the best
 - making better use of data from assessment to plan effectively the next stages in pupils' learning
 - ensuring that marking and feedback provide pupils with clear information about what they can do to improve
 - effectively deploying and targeting support for those who find learning difficult.

Outcomes for individuals and groups of pupils

3

Pupils' attainment and rates of progress are improving. Pupils are enthusiastic learners and work hard. They have positive attitudes to learning and sometimes outstanding behaviour is seen in lessons. In a Year 3 class, pupils worked very well together to develop their skills in writing instructions by adding 'bossy' verbs, simple time connectives and number steps to compile instructions to build a shape made of plastic cubes. Others showed highly cooperative behaviour while making a cheese sandwich. Most pupils with special educational needs and/or disabilities make similar satisfactory progress as their peers, but a very small minority of those who find learning difficult are not doing as well as their peers because support for these children is less well deployed. The same is true for more-able pupils whose writing should be much better. The school's national test results indicated girls were doing better than boys in reading, writing and mathematics. This gap has been closed partly because of significant developments in the curriculum, which provide greater interest and challenge for boys as well as girls.

Pupils have developed good strategies to keep safe. They have an excellent understanding of how to live healthy lifestyles, enjoying the wide range of activities

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to help them keep and stay fit, which is reflected in the Healthy Schools award. As one pupil said, 'We all work hard at being healthy; the school cook makes sure we keep healthy and gives us a yummy salad bar every lunchtime.' Pupils are proud of the contribution they make to school life and take their roles seriously as playground buddies, monitors and school council leaders. They are particularly enthusiastic about their work around the school and as gardeners in the woodland and wildlife areas in the school grounds. A considerable contribution is also made to the wider community through musical and sporting activities and by raising substantial funds for charities. Pupils show care towards one another, respecting the different cultures within their school and recognising the similarities. Their good personal skills and positive attitudes, along with their satisfactory progress in basic literacy and numeracy, prepare pupils soundly for future learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has successfully tackled weaknesses in teaching so that there is now a greater proportion of good and occasionally outstanding teaching. Strong relationships between teachers and pupils lead to good discussions about learning. These are well supported by dialogue between the pupils themselves when they act as 'talk partners'. Classrooms are bright and welcoming places in which to learn. The tracking of pupils' progress has improved since the previous inspection. However, this assessment information data are not always used effectively across the school. This means that, despite teachers' good subject knowledge and otherwise good planning, not enough of the tasks consistently challenge pupils, particularly the most

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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able in writing. As a result, progress is not as rapid as it could be and the attainment of these pupils is not as high as it should be. Pupils who find learning difficult, or who have particular learning barriers, are provided with a wide range of support which ensures they make similarly satisfactory progress in their learning. However, in a few classes, the deployment of support staff does not focus sufficiently sharply on promoting pupils' independent learning. In these classes, pupils rely too heavily on staff to provide answers. Staff do this too readily without helping pupils to understand what they are learning.

Pupils are provided with challenging targets in literacy and numeracy, and appreciate the verbal feedback about how well they are doing. Year 6 pupils spoke enthusiastically about the opportunity to attend a 'Maths Surgery' to help them understand how and what they needed to do to improve. However, not all feedback, especially marking, clearly signposts how pupils can improve their work and questions are often not sufficiently probing.

The good curriculum is enriched by an excellent range of activities, including specialist teaching in music and sport, as well as many well-attended extra-curricular opportunities. Carefully and imaginatively planned themes with links between subjects have successfully motivated pupils and done much to increase their confidence and enthusiasm as learners. Projects, such as the Year 3 Roman Day, opportunities to camp out on the school field as part of a Year 5 project, or to take part in residential visits, all help to build pupils' self-confidence well. The school makes particularly good use of its own, as well as the local, environment to enrich the curriculum. Examples of this include a locality study of the waterworks and pond-dipping in the school's wildlife area. Pupils spoke enthusiastically about opportunities to participate in music and drama productions and their sense of pride when chosen to represent the school in the sporting tournaments. Partnerships with secondary schools support provision extremely well in sports coaching.

Staff ensure that the care and well-being of pupils are given a high priority. Pastoral care is highly effective. Pupils say they feel valued and that there is always someone they can talk to if they are worried. Pupils particularly appreciate the 'worry boxes' provided. The school works successfully to promote regular attendance and punctuality, with very effective systems to communicate with parents and carers, such as mobile phone texting. Pupils whose circumstances may make them the most vulnerable benefit greatly from the effective work the school carries out with external agencies. Induction and transition arrangements are very effective and have been significantly strengthened through the federation of the two schools. This enables Year 3 pupils to settle very quickly and for Year 6 pupils to feel very confident about starting their new schools. As one parent commented, 'The transition from the infant school has been seamless.'

These are the grades for the quality of provision

The quality of teaching

3

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Taking into account: The use of assessment to support learning	3
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?

The school's leaders and managers have an ambitious vision for the school as they steer it through a continuing period of change and growth. The executive headteacher’s enthusiastic and determined leadership motivates and inspires staff, governors and pupils to aspire to do their very best. The governing body provides good support and challenge, and is clear about what leaders need to do next to improve provision further. School self-evaluation is generally effective and accurate. Good leadership, which has established a strong team with a clear sense of direction and purpose, has placed the school on an upward trend. There are effective systems to monitor and evaluate the work of the school and an effective plan for further improvements. These are embedding leaders’ ambitions and continuing to drive improvements. Some middle leaders, such as the recently appointed assessment leaders, are new to their role. This has meant that the impact of their work, as well as that of other subject leaders, has not been fully realised in the monitoring, evaluation and improvement cycle. The school is successful in tackling discrimination and thoroughly committed to the promotion of equality of opportunity and ensuring all pupils make the best progress possible. This is reflected in the award of Inclusion Quality Mark. Good procedures are in place concerning safeguarding and risk assessment. These meet government guidelines and include a carefully planned approach to child protection and successful management of pupils’ safety, which contributes to pupils’ mature understanding of how to keep themselves safe.

The school works well in partnership with parents and carers and with a range of external agencies and other schools, particularly the federated infant school. Parents and carers are kept well informed about their children's achievement and welcome the curriculum information and workshop evenings provided by the school to help them support their children’s learning. Leaders promote community cohesion well and this leads to a harmonious community with pupils from different backgrounds getting on well together. The school has made a good start in forming international links with schools in Nigeria and Tanzania, and developing more formal links with schools in other parts of the United Kingdom.

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	3

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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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The very small number of parents and carers who returned the questionnaires, or who spoke to members of the inspection team, were overwhelmingly positive about the school and its impact on their children's learning and well-being. Some commented on the headteacher's strength of leadership, praised the welcoming environment, were pleased with the teaching and delighted with the newly federated arrangements between the two schools. Typical comments included, 'We love the school and it cares for my child' and 'My child is very happy.' There were almost no critical comments.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brambletye 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	80	6	20	0	0	0	0
The school keeps my child safe	27	90	3	10	0	0	0	0
The school informs me about my child’s progress	17	57	10	33	1	3	0	0
My child is making enough progress at this school	25	83	4	13	1	3	0	0
The teaching is good at this school	24	80	6	20	0	0	0	0
The school helps me to support my child’s learning	24	80	5	17	0	0	0	0
The school helps my child to have a healthy lifestyle	21	70	9	30	0	0	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)	25	83	5	17	0	0	0	0
The school meets my child’s particular needs	24	80	5	17	1	3	0	0
The school deals effectively with unacceptable behaviour	16	53	12	40	0	0	0	0
The school takes account of my suggestions and concerns	17	57	12	40	1	3	0	0
The school is led and managed effectively	21	70	9	30	0	0	0	0
Overall, I am happy with my child’s experience at this school	25	83	5	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	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.



17 October 2011

Dear Pupils

Inspection of Brambletye Junior School, Redhill, Surrey RH1 6JX

Thank you for making us so welcome when we visited your school recently. We really enjoyed meeting you and seeing you at work and play. We spent time in lessons and looked at the work of the school. We also talked to staff and governors. We were interested in what your parents and carers think of your school and we enjoyed listening to what you had to say.

Your school provides you with a satisfactory education which is improving. Inspectors were particularly pleased to see the way you get along and treat each other with respect. You and your parents and carers told us that Brambletye is a caring and happy place where you feel safe. We were very impressed with your positive attitudes to learning, the effective contribution you make to the school and your good and sometimes outstanding behaviour. We were pleased to see how well the school has joined with your partner infant school in what is known as a 'federation'.

Your executive and associate headteachers, as well as your class teachers, support staff and governors, are determined to help you all succeed and give you the best possible education. We have asked them to:

- make sure more of you benefit from the extremely good or better teaching in some lessons
- help more of you make faster progress in writing by using assessments to give you work that is not too easy or too hard and provides just the right level of challenge
- ensure you are all helped to do your best by making sure you understand what to do next in your learning
- make sure that adults supporting in lessons ask questions that help you understand what you are learning while you work.

All of you, too, can play your part in improving the school by working hard. We wish you and the school all the best for the future.

Yours sincerely

Wendy Forbes
Lead inspector

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