

Brimington Junior School

Inspection report

Unique reference number	112517
Local authority	Derbyshire
Inspection number	378504
Inspection dates	26–27 June 2012
Lead inspector	David Bray

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	281
Appropriate authority	The governing body
Chair	Mandy Simpson
Headteacher	Phil Hickey (Yvette Cherry Acting Headteacher)
Date of previous school inspection	20 September 2007
School address	Springvale Road Brimington Chesterfield S43 1HF
Telephone number	01246 232505
Fax number	01246 232505
Email address	info@brimington.derbyshire.sch.uk

Age group	7–11
Inspection date(s)	26–27 June 2012
Inspection number	378504



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

David Bray Additional Inspector

Christopher Moodie Additional Inspector

Veronica McGill Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 19 lessons for half an hour or longer, taught by 11 different teachers. The inspectors listened to pupils reading in several year groups and looked in detail at their written work. Meetings were held with pupils, staff, and members of the governing body. The inspectors took account of responses to the on-line Parent View survey in planning the inspection. They observed the school's work and looked at its data on attainment, progress, attendance and behaviour. The inspectors examined improvement planning and self-evaluation documents, including how the school evaluates the quality of teaching. The inspectors also looked at the evaluation reports from the local authority. They scrutinised the school's systems for safeguarding pupils. Responses of 99 parents and carers to Ofsted's questionnaire were taken into account, along with 25 from staff and 56 from pupils.

Information about the school

This is a larger-than-average junior school. Almost all pupils are of White British heritage and come from homes where English is the first language. The proportion of pupils eligible for free school meals is average. The proportion with disabilities and those with special educational needs supported at school action plus is average, but the proportion with a statement of special educational needs is above average. Statements are for moderate learning difficulties and for behaviour. The school meets the government's current floor standards, which are the minimum standards expected for pupils' attainment and progress. The school has experienced a period of staffing instability during the last three years. At the time of the inspection, the headteacher was on long-term sick leave. An acting headteacher, previously the deputy headteacher, was in post.

The school holds an Artsmark silver award, Sport England Activemark and a Healthy Schools Award.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It has successfully reversed a declining trend in achievement and most pupils are, currently, making good progress in writing and mathematics. The school is not yet good because progress is not consistently good in all subjects and most teaching is not above satisfactory. Leaders, especially at middle level, have not had enough impact, particularly on improving teaching and learning. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Year 6 attainment has been below average in English, especially in writing. During the current academic year, Year 6 pupils' writing and mathematics have much improved to be average. Their progress in reading is satisfactory. The progress of pupils now in Years 4, 5 and 6 is good, enabling them to make up lost ground from previous years. Progress in Year 3 is satisfactory.
- Teaching is satisfactory, overall, but there is much good and some outstanding practice. Better teaching has enabled older pupils to make accelerated progress throughout the year. Teaching of writing and mathematics, in particular, is helping pupils to make better progress. Improvement in the assessment of pupils' progress is having a positive impact on the quality of teaching.
- Behaviour and safety are good. Pupils behave well around the school. They behave well in lessons and on most, but not all, occasions, they are enthusiastic and fully engaged learners.
- Leadership of teaching and management of school performance are satisfactory. Leaders have taken effective action to address a dip in performance over the last two years. Senior leadership has been stabilised after a period of unexpected change. Considerable turnover of teaching staff has

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

settled, so that leaders are able to focus more effectively on improving teaching and progress. It is too soon to evaluate the impact of more focused leadership.

What does the school need to do to improve further?

- Ensure that all groups of pupils make at least good progress, by:
 - accelerating the progress made by pupils, particularly those in Year 3
 - improving teaching so that it is always at least good
 - closing the gap between the progress made by some pupils with free school meals and other pupils in the school.

- Ensure that leaders at all levels have more impact in their roles and in exercising their responsibilities so that:
 - the school is able to respond effectively to staffing turbulence by developing the leadership capacity of middle leaders and managers
 - all leaders regularly monitor and evaluate the quality of teaching and learning and enable teachers to improve their practice so that pupils' progress improves.

Main report

Achievement of pupils

Pupils' achievement is satisfactory over time, but it shows sustained improvement throughout the current academic year. Pupils start school with literacy and numeracy skills that are in line with what is expected for their age. The school's data show that the current Year 6 pupils' reading skills are close to average. Their writing is average and their mathematical skills are above average. They have made satisfactory progress during their time at the school. Latterly, their progress has been rapid and a previous decline in achievement, especially in English, has been reversed. Parents and carers recognise the better progress their children are currently making.

Evidence from the school's assessment data, lesson observations and analysis of pupils' work confirms that achievement, especially of older pupils, has much improved. Progress in writing this year is good. Pupils have responded with enthusiasm to opportunities to write both creatively and formally in response to the topics studied. For example, Year 5 pupils concentrated intensely as they wrote a diary entry while ensuring they met the requirements for their target level. In this lesson, all pupils worked on individual skills relevant to their needs and searched meticulously for more appropriate words than the ones they had initially chosen. They used punctuation accurately and made good progress. This type of focused activity has enabled pupils to accelerate their progress and reach levels appropriate for their age. The progress of Year 3 pupils is satisfactory because in some lessons teaching does not adapt well enough to meet the needs of every pupil. The progress of some pupils eligible for free school meals is less rapid than that of others because some attend less well than most other pupils, and the school is not

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

identifying and meeting the needs of this group effectively enough on their return to school.

A range of imaginative topics – such as 'through the lens' – contribute to pupils' positive engagement with their learning. During this topic, Year 5 pupils worked with a professional photographer to produce high-quality, imaginative photographs of Ringwood Hall.

Disabled pupils and those who have special educational needs are supported effectively in lessons. The work provided for them is, generally, well matched to their needs and they are, currently, making satisfactory progress. There is an extensive programme of catch-up sessions for pupils who fall behind in reading, which has a positive impact on their attainment. There is effective support for pupils who are experiencing emotional difficulties.

Quality of teaching

Teaching is satisfactory overall. Almost all parents and carers think their children are well taught, and the inspection found much good practice. There is some outstanding teaching, as was observed when a Year 6 class were totally captivated by an activity about the Hitler Youth. The carefully planned activities catered for the different learning needs of the pupils and helped them to compose written work of a very high standard. The presentation of their work was very good and this topic made a strong contribution to their understanding of spiritual and moral issues. There are many examples of similar topics enabling pupils to explore a range of complex issues with a good level of maturity and understanding. Satisfactory teaching often involved all pupils doing the same activity or had an over-reliance on pupils completing the same worksheet. This practice resulted in more-able pupils and those requiring additional help not making good progress, and was most apparent in Year 3.

Teaching has improved since September 2011 because of a more stable teaching staff and a renewed emphasis on making good use of assessment data. Teachers are making better use of information on pupils' prior attainment to adapt work to meet the learning needs of all pupils. More rigorous assessment and monitoring of progress have resulted in better progress, especially in writing. Despite this, some pupils eligible for free school meals do not make as much progress as most other pupils because their needs are not always closely evaluated after periods of absence and strategies to support their learning are, in some cases, underdeveloped. The teaching of reading is satisfactory. The school has developed an extensive programme of support to enable pupils who are falling behind in their reading to catch up. This is starting to have a positive effect and enabling many to make better progress. The school has a good library and many topics use a good range of books to generate enthusiasm in reading.

Teaching assistants usually work purposefully alongside teachers to support pupils and promote positive attitudes to learning. They are deployed effectively and have

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

developed good relationships with pupils, some of whom have special learning and behavioural needs. Occasionally, teaching assistants spend too much time listening to teachers during the introductions to lessons. Satisfactory teaching and support for disabled pupils and those with special educational needs lead to their, currently, satisfactory and, sometimes, better progress.

Behaviour and safety of pupils

Behaviour is typically good. Almost all pupils behave well in lessons and around the school. In lessons, they listen carefully to teachers, and are quick to respond to instructions. They work well together in pairs and small groups. At break and lunchtimes, pupils make full use of the school's extensive and exceptionally well laid-out grounds. They enjoy the adventure playground and the wide range of well-supervised and organised games, showing enthusiasm and a high level of responsibility. As a result of this good behaviour very few pupils are excluded from school. Pupils' attendance is above average. The attendance of pupils who are eligible for school meals is average and, for some, this has a negative effect on their learning.

Pupils feel safe in school and say it is a welcoming environment. They like the opportunities to sit together at lunchtime in mixed-age groups, and younger pupils say older ones help and support them well. Pupils are aware that bullying can take different forms, and all spoken to were confident that they could turn to a member of staff should they have concerns. Bullying is very rare. For example, pupils said that there was occasional name-calling but they were satisfied that the school's response was effective. Almost all parents and carers agree with inspection findings that behaviour is good.

Leadership and management

School leaders have responded effectively to managing school performance during a period of instability. Action taken since September 2011 has led to sustained improvement in pupils' progress and attainment. The acting headteacher, supported by the staff, has ensured that the drive on progress started by the headteacher, has been maintained. Improved progress, achievement and attainment throughout the year, pupils' typically good conduct, attendance and positive attitudes to learning demonstrate the school's capacity to sustain further improvement. The school has developed an effective system for setting targets for pupils and monitoring their progress called 'assertive mentoring'. It is used consistently well to ensure that the majority of pupils are making good progress and receive good-quality feedback. The system has been a particular help in improving the quality of writing. The monitoring system has proved effective in helping pupils to catch up from underachievement in previous years.

Staffing is now stable after an extended period of instability. Performance management arrangements are satisfactory. There is some very effective teaching in the school, which is not being shared sufficiently in order to raise its overall quality.

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

There has been insufficient evaluation of teaching and learning, particularly by middle leaders and managers – including subject leaders – whose role in the process is not sufficient to support all teachers in advancing their skills and practice. Equal opportunity is promoted by close monitoring of pupils' progress and achievement to ensure there is no underachievement. Disabled pupils and those with special educational needs make progress in line with that of others. Action is being taken to speed the progress of Year 3 pupils and the pupils eligible for free school meals when differences show in the outcomes achieved.

The governing body is supportive and understands the challenges the school has faced. The changes it has made to the leadership of the school are having a positive impact on pupils' outcomes. Arrangements to make sure that the pupils are as safe as possible meet requirements. There is no discrimination in this school.

The curriculum gives pupils extended writing opportunities when they are studying topics such as 'heroes and villains' or 'same but different'. These opportunities are part of the school's 'go further' curriculum and pupils commented positively about this aspect of their learning. The key skills of literacy and numeracy are now systematically taught during topics following a period when writing skills, in particular, were not monitored closely enough. There is a very good range of extra-curricular activities, trips, visitors and visits. These activities and events contribute strongly to the school's promotion of the pupils' spiritual, moral, social and cultural development. Events are well supported, with over half of the pupils in the school regularly participating in activities outside the timetabled curriculum, which contribute greatly to their social development. For example, the school dance club have participated in several events and are to perform as the Olympic torch passes through the local area. Pupils in Year 4 have had the opportunity to participate in a brass project where they all learn the trumpet or trombone.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 June 2012

Dear Pupils

Inspection of Brimington Junior School, Chesterfield, S43 1HF

Thank you for making us so welcome when my colleagues and I inspected your school recently. I would also like to thank those of you who helped us and spoke with me. We enjoyed listening to your thoughts and opinions, and seeing you in your lessons and at play in your fantastic playground.

Overall, your school is satisfactory. These are some of the things that you do well.

- Almost all of you behave well in lessons and around the school. You are proud of your school and like coming to school.
- You are all doing well with your writing and mathematics. I saw really imaginative writing that was very well presented.
- Most of you attend very well. This is very important to your learning, so you must keep on attending well.

There are also things that can be improved. Here is what we have asked your school to do.

- Make sure that teaching helps all of you to make good progress.
- Make sure that teachers have the opportunity to look at each other's teaching and help improve their own teaching and your learning.

I wish you every success at school. Remember that doing well at school will help you a lot in the future, so keep working hard and attending well.

Yours sincerely

David Bray
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**