

Broomgrove Junior School

Broome Grove, Wivenhoe, Colchester, CO7 9QB

Inspection dates

15–16 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is school that requires improvement. It is not good because

- Pupils make uneven progress as they move from Years 3 to 6. This is because lessons, particularly in Years 3 and 4, lack a sense of urgency and pupils do not complete enough work of a high enough quality.
- Pupils do not reach high enough standards in writing.
- Teaching requires improvement as it is not as good in Years 3 and 4 as it is in Years 5 and 6.
- Sometimes the work that teachers set for pupils is too easy, particular for the more-able pupils. As a result, these pupils do not all do as well as they should.
- Marking does not always show pupils how they can improve their work.
- Teachers in charge of subjects do not yet make a sufficient contribution to improving the quality of teaching and pupils' learning and progress.

The school has the following strengths

- Good teaching of mathematics and reading leads to above-average standards at the end of Year 6.
- The school provides pupils with exciting clubs and activities to enrich their personal development. Hence, their spiritual, moral, social and cultural development is good.
- Attendance is above average.
- Pupils enjoy being at school and feel safe. They behave well.
- The improvements already made, plans to make things better, and the commitment of staff and the governing body, show that the school has the capacity to improve.

Information about this inspection

- During the inspection, inspectors observed 14 lessons or parts of lessons. Six of the observations were carried out jointly with the headteacher and deputy headteacher. Inspectors also listened to pupils reading.
- Inspectors observed teaching assistants working with small groups of pupils to support those who are disabled or who have special educational needs.
- Inspectors looked at a wide range of evidence about the work of the school, including: the school's own analysis of how well pupils are doing; records of monitoring of teaching; planning for lessons; and a range of policies and procedures, particularly about keeping pupils safe.
- Inspectors met with groups of pupils and staff with responsibilities in leading subjects. The views of pupils were also gathered through informal discussions during the school day.
- Inspectors took account of the 50 responses to the online questionnaire (Parent View), other communication from parents, and responses made in the 29 staff questionnaires.

Inspection team

Andrew Phillips, Lead inspector

Additional Inspector

Gay Tattersall

Additional Inspector

Full report

Information about this school

- This is an average-sized junior school.
- Most pupils are White British. There are a few pupils from a range of other heritages. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special education needs supported at school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for the additional pupil premium funding is below average. This funding is provided for those who are known to be eligible for free school meals, children in local authority care and those from the families in the armed services.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The headteacher was appointed in September 2012. The deputy headteacher was appointed in January 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better in all year groups, particularly in writing, by:
 - ensuring that there is a sense of urgency during lessons so that pupils complete more work of a higher quality
 - regularly reminding pupils of the targets that have been set for them, in order to improve each piece of work they do
 - giving more-able pupils more challenging tasks in order to help them reach higher levels
 - making sure that marking and feedback during lessons shows all pupils how well they are doing and what they need to do next to improve their work
 - identify early those pupils in Year 3 whose writing is below the level of their reading and ensure that they have the necessary handwriting skills to sustain and enjoy their writing.
- Improve leadership and management by:
 - increasing the involvement of subject leaders in checking and improving teaching and learning
 - when checking the quality of teaching, focusing sharply on the impact of teaching on pupils' learning and achievement in lessons and in pupils' written work
 - refining the school's plans for improvement to provide clearer timelines and more precise measures against which success can be measured
 - ensuring that all governors are better equipped with the skills to allow them to take a more active and challenging role in discussions about pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough pupils are making consistently good progress in writing as they move from Years 3 to 6.
- Pupils join Year 3 with skills, knowledge and understanding which is above average in English and mathematics. In English, pupils start at the school with higher levels in reading than in writing. By the time they leave the school, pupils have not made as much progress in writing as in reading and mathematics. As a result, they do not achieve the levels that they are capable of in writing by the end of Year 6. They learn faster in English and mathematics in Years 5 and 6, where the quality of teaching and the additional help and support planned is more effective in improving their progress than in Years 3 and 4.
- Pupils make the progress they should in mathematics and leave Year 6 with above-average results, although progress varies from class to class.
- Results in reading are higher than in writing. Pupils read regularly during guided reading sessions and in other activities aimed at improving their literacy skills and they continue to make the progress they should throughout the school.
- Pupils' progress is now checked more thoroughly than before. Pupil premium funding is being used to provide adult support in lessons during the morning and individual help in the afternoon. This support is having a greater impact on pupils learning and progress in Years 5 and 6 than in Years 3 and 4. The impact in writing and mathematics has been only marginal in Years 3 and 4. As a result, attainment for these pupils is lower than the attainment of other pupils in the school in all three subjects, especially in writing.
- Disabled pupils and those who have special educational needs are well supported and make better progress than similar pupils nationally.
- The few pupils who are at the early stages of learning to speak English are generally well supported and make the progress they should.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not resulting in the pupils making consistently good progress in all year groups. Teaching is weaker in Years 3 and 4 than in Years 5 and 6.
- In some lessons, teachers do not use all the information gathered about pupils' progress accurately to make sure that the work is set at the right level for all pupils. As a result, these lessons lack pace and challenge and pupils do not always get enough time to be able to complete sufficient work of a high enough quality. The needs of pupils of different abilities are not always met and this limits the progress made, especially of the more-able pupils.
- Teachers do not consistently support pupils whose handwriting skills are not well developed enough in order for them to be able to sustain and enjoy their writing.
- In the best lessons, teachers planning ensure that pupils are challenged with work at exactly the right level. For example in a Year 6 literacy lesson on 'recount texts', pupils were engaged

immediately. The teacher provided pupils with a range of different resources from which they had to construct a timeline of a Nelson Mandela. Pupils worked enthusiastically with the teacher constantly checking to make sure that they were working hard. Matching the work closely to the pupils' abilities, the thorough checking and the teacher's enthusiasm ensured that all pupils made good progress.

- Teachers do not consistently provide clear feedback in their marking of pupils' work, particularly in correcting basic spelling errors, so pupils do not know what they have achieved or what they need to do next to improve their work. While pupils have learning targets, not all of them know what they are or how they relate to the work they are doing.
- The teaching of mathematics allows pupils to make good progress. This is as a consequence of a greater consistency in approach to teaching mathematics which clearly sets out the key methods to be used by all pupils throughout the school and which they build on over their time at the school.
- The teaching of reading allows pupils to make good progress, and those who are struggling receive effective help and guidance to help them catch up. Pupils say they enjoy reading, read regularly and like the range of books in the library. Pupils read with increasing fluency and with meaning, with one pupil saying that it was their 'favourite time of the day'.
- Disabled pupils and those who have special educational needs, and pupils who are supported by the pupil premium, receive additional support in lessons or in small groups to help them with their learning. This is leading to the majority of these pupils making expected progress in reading, although not enough are making the progress they should in writing and mathematics. This is leading to improvement for these pupils, particularly in their reading.
- Pupils enjoy their lessons but say that they could do more in some.

The behaviour and safety of pupils are good

- Pupils are well cared for as individuals and, in turn, show care and support for each other. Pupils are keen to learn, participate with enthusiasm in class and co-operate well with partners and in groups.
- Pupils are friendly, polite and calm around the school and express pride in their school. One parent wrote to the inspectors saying that their child said 'I am so sad that we only have a few months left in this school. I wish time could stop now so that I can stay in my class forever.'
- Pupils feel safe and secure in school. They express confidence that the staff will address any issues that they have. Parents strongly agree that the school keeps their children safe.
- Pupils understand the different forms which bullying can take, including cyber-bullying. Pupils report that, in the playground, there is some 'falling-out' and a small number of incidents of name-calling, but which pupils say that this is very quickly sorted out by staff.
- Pupils understand the importance of good behaviour and this, along with the benefits of motivational rewards, means that poor behaviour is rare. School records show that the few incidents of poor behaviour are dealt with effectively.
- Attendance is above average. The school continues to monitor all pupils' attendance as well as their punctuality to school, which is good.

The leadership and management requires improvement

- Leadership and management require improvement because they do not yet ensure that there is enough good teaching or high enough achievement.
- Teachers in charge of subjects are only recently becoming more involved in checking the quality of teaching and pupils' learning and progress. This is a role which is still developing. As such, the promotion of writing across subjects is not well coordinated. Consequently, teachers miss opportunities for pupils to use and develop these skills in meaningful contexts.
- Staff and governors share in the leaders' commitment to improvement. The school's development plan focuses on the key areas for improvement, based on its accurate awareness of strengths and weaknesses of the school's performance although its timelines and the targets against which it can be measured are not as clear and precise as they need to be.
- The headteacher has an accurate picture of the quality of teaching. He is acting promptly to improve the amount of good teaching and to carry out initiatives to raise standards, especially in writing. For example, he has introduced half-termly pupil progress meetings for class teachers and teaching assistants to make sure that all staff take responsibility and accountability for pupils' progress.
- Performance management is carried out rigorously. All teachers are set clear performance targets linked to the school's drive to improve pupils' learning and progress. Teachers' pay and career progression are linked to their accountability for pupils' progress and, where performance has not been as expected, teachers are not rewarded with a pay rise.
- The range of subjects and activities gives opportunities to develop links between subjects such as a current topic on Africa. Pupils' spiritual, moral, social and cultural development is often brought together in lessons. For example, in a Year 5 lesson which challenged the pupils' prejudices, groups interacted excitedly to select photographs which they thought typified Africa. They all selected the obvious ones of animals and arid landscapes, but not the luxury hotels, green fields and modern buildings. The teacher did not reveal until the end of the lesson that all the pictures were of Africa: a true moment of surprise, wonderment and reflection for the pupils.
- Leaders make positive use of pupil premium funding, mainly by providing additional adult help and guidance for pupils who find it hard to learn. As a result, most of these pupils, although not all, are now making good progress in lessons.
- Safeguarding procedures and policies meet government requirements and adequate staff training is in place. Pupils understand how to stay safe.
- Almost all parents who responded to the online survey expressed their satisfaction with the leadership and management of the school and the improvements being made by the recently appointed headteacher.
- The school has limited involvement with the local authority and has appointed its own consultant to act as an external adviser.
- **The governance of the school:**
 - Although the governing body is committed to ensuring the school's future success, governors have until recently not been taking an active enough role in discussions about pupils'

achievement. For example, they know how the pupil premium funding is being used to tackle underperformance but, until recently, have not been checking to ensure that this funding is having a sufficient enough impact on pupils' learning and progress. Governors now receive regular reports on pupils' progress and the quality of teaching in the school. However, they do not have an in-depth understanding of data regarding the schools' performance and how this compares with other schools, so that they can be searching in their questioning of school leaders. Governors ensure that all staff are appraised by senior leaders and that pay rises are not rewarded where performance has not been as expected. The governing body fulfils all of its national requirements, including those relating to safeguarding and financial budgetary control.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114759
Local authority	Essex
Inspection number	403246

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	232
Appropriate authority	The governing body
Chair	John Mannings
Headteacher	Matthew Fuller
Date of previous school inspection	9 January 2008
Telephone number	01206 822893
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