

Brumby Junior School

Queensway, Scunthorpe, Lincolnshire, DN16 2HY

Inspection dates 25–26 September 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils of all abilities make good progress in reading, writing and mathematics from their starting points, including disabled pupils and those who have special educational needs, those who are known to be eligible for pupil premium funding and the more-able pupils. Attainment is improving and is now in line with national averages.
- Teaching is good across the school and some is outstanding. Teachers have good subject knowledge and high expectations.
- Pupils enjoy school and are proud of their achievements. Behaviour is good and attitudes to learning are positive. Pupils say they feel safe.
- Attendance is above average and has improved continually over the past three years.
- Teachers follow the effective marking policy which shows pupils their strengths and next steps; this supports pupils' learning.
- The headteacher's leadership has been central to the school's good improvement in the past two years. Leaders work well as a team and have high ambitions for the school. Changes continue to have a positive impact on achievement, teaching and learning and behaviour.
- The governing body understands the strengths and weaknesses of the school and holds the school to account by assessing its performance.

It is not yet an outstanding school because

- The quality of teaching is not yet consistently good and outstanding.
- Pupils' written work is not always of a high enough standard.
- Not enough lessons are inspirational and teachers do not always check on learning in lessons to accelerate pupils' progress.
- Some documents and evaluations are not yet sufficiently precise to identify the school's priorities easily.

Information about this inspection

- The inspectors observed 19 lessons, one of which was observed jointly with the headteacher.
- Inspectors analysed pupils' work and the school's data about their attainment and progress.
- A formal discussion was held with pupils across the school as well as informal conversations during lessons and at break times.
- Meetings were held with members of the governing body and with senior leaders. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Inspectors analysed a range of documentation, which included: safeguarding records and those relating to pupils' behaviour and attendance; records of the monitoring of teaching and pupils' learning; the school's self-evaluation and improvement plans.
- Inspectors took account of 40 responses to the on-line questionnaire (Parent View) and parent discussions carried out during the inspection.
- Twenty two staff members completed the voluntary staff questionnaire.

Inspection team

Julie Harrison , Lead inspector	Additional Inspector
Lynne Davies	Additional Inspector
Joanna Sharpe	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized junior school.
- The proportion of disabled pupils and those who have special educational needs and are supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is just below average.
- The vast majority of pupils are from White British families.
- The proportion of pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals, those in local authority care and those from service families) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has received awards including the Healthy Schools Award and the International Award.
- The headteacher was appointed in September 2011.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding throughout the school to further accelerate pupils' attainment and progress by:
 - extending the sharing of outstanding teaching within the school and increasing visits to other schools to observe excellent practice
 - ensuring that teaching is always inspirational and relevant to the pupils' needs
 - improving the presentation of pupils' written work; including spelling and punctuation
 - ensuring that all teachers check enough on pupils' learning within lessons to accelerate pupils' progress.
- Further strengthen the effectiveness of the leadership and management by:
 - ensuring that documents and evaluations of what the school is doing are more precise so that it is clearer to everyone what is successful and what continues to need improvement.

Inspection judgements

The achievement of pupils

is good

- Achievement is good because pupils make good or better progress in reading, writing and mathematics from their individual starting points. The school's assessment data shows that pupils' attainment on entry is below national expectations. By the end of Year 6 attainment is average. Attainment has risen for the past 2 years from significantly below national averages in 2011 for English and mathematics to broadly in line in 2013; showing the highest attainment since the previous inspection. Standards for the current Year 6 pupils show this improvement in attainment is set to continue in reading, writing and mathematics.
- Overall progress is good or better throughout the school for all groups including boys, girls and the more-able pupils in reading, writing and mathematics. Where there is some variation between year groups or subjects; additional support and the sharing of good teaching practice are quickly put in place to close the gaps and improve the pupils' learning.
- Pupils express their enjoyment of reading and pupils in Year 6 are confident, fluent readers. The implementation of a programme for learning letters and sounds supports pupils' reading, spelling and writing.
- Attainment in writing is rising and is similar to that of other subjects. Pupils make good progress in extending their confidence to write in different styles across the curriculum. However, their accuracy in applying their basic skills, including punctuation and spelling, is less secure.
- Results of the 2013 national tests in mathematics at the end of Year 6 showed 43% attained higher than the expected level. This higher attainment is the result of teaching pupils in groups of similar abilities. This has had a positive impact on pupils' progress because pupils know their levels and enthusiastically aim to exceed them.
- Disabled pupils and those with special educational needs make good progress from their individual starting points because teachers understand their individual needs and they are well supported in lessons.
- Pupils who are supported through pupil premium funding make good progress throughout the school and their attainment is improving in reading, writing and mathematics. In 2013 the attainment of those pupils known to be eligible for free school meals was average in English and mathematics. The gap between these and all pupils within the school has narrowed, especially in reading and writing. Although the gap in mathematics is closing more slowly, it still reflects good improvement.

The quality of teaching

is good

- Most of the teaching is good and some is outstanding. Evidence from data, the assessment of teaching and the scrutiny of pupils' books shows continuous improvement in the last two years.
- In the best lessons teachers inspire pupils and expect the most from them. In these lessons activities match the pupils' needs, the pace is brisk, teachers' questioning is challenging and pupils know what they have to do to be successful. This ensures that pupils are highly motivated and learn quickly. Appropriate homework is linked to activities within the lesson.
- When teaching is less effective the pace slows pupils' learning, the activities do not meet the pupils' needs and assessment as pupils' work is not used to spot when a pupil is ready to move on. In these lessons pupils are not inspired enough to do their very best.
- The longer morning session and the structure of grouping pupils by ability for literacy and mathematics are changes that are enabling teachers to be more effective. This is accelerating progress for all pupils; especially for the more able and pupil premium funded pupils.
- The management of behaviour is highly effective and based on good relationships between staff and pupils. As a result, pupils behave well, work collaboratively with one another and have good attitudes to learning.

- Teaching assistants make a positive contribution to support the learning of all pupils, especially those who may need a little extra help to keep up with the rest of the class. This effective support builds up pupils' confidence and enhances their basic skills so they play a full part in lessons and make good progress.
- Teachers' marking is highly effective and the best practice includes good quality feedback, highlighting the strengths and next steps for improvement which are taken on board by pupils.
- Teachers have good subject knowledge and work from effective planning. They make good use of talking partners and peer assessment to support and challenge pupils' learning. This was seen when pupils edited and improved their compound and complex sentences which had to contain 'a strawberry' and a 'catapult'.
- The teaching of reading is effective. Letters and sounds are being taught on a more regular basis in Year 3 and for those who need extra support with their reading, writing and spelling. Teachers put a good focus on teaching pupils how to write imaginatively, but expectations for the presentation of pupils' work are lower, especially for spelling and punctuation.
- Effective teaching in mathematics enables pupils to apply their basic skills to extend their learning, as seen when pupils had to choose and cost items for a party bag within a set budget.

The behaviour and safety of pupils are good

- The school's ethos is calm, friendly and orderly. Behaviour is good in lessons and around school. Pupils are polite and eager to talk; they are proud of their work and school.
- Pupils have very positive attitudes to learning. They work collaboratively and are keen to get on with their work. Year 6 pupils of all abilities including those supported by pupil premium funding talk enthusiastically about wanting to 'achieve the higher Levels 5 and 6'; even those in a lower set stated 'I won't be happy if I only get a 4.' These higher aspirations have increased progress.
- On the few occasions when teaching is weaker, some pupils lose concentration and low-level misbehaviour occurs.
- Parents' and pupils' views show that pupils enjoy school and that the school provides a safe environment for them to learn well. Pupils have a good understanding of how to keep safe and are confident that any issues will be dealt with effectively and fairly by the school. They understand different types of bullying including cyber-bullying and say that bullying is rare and when incidents occur they are dealt with quickly.
- Pupils come into school willingly and happily. Attendance is above average and has continually improved for three years.
- Playtimes are stimulating breaks due to the variety of energetic, enjoyable activities and support from prefects and anti-bullying buddies.
- The new nurture room contributes to a safe feeling for those pupils who need extra help.

The leadership and management are good

- The headteacher has been in post since September 2011 and has high ambitions which are shared by staff, governors, parents and pupils. The senior leadership team, with support from all the staff, have improved achievement, teaching and pupils' behaviour. It is clear the school is well placed to continue to improve.
- The headteacher and governors have an accurate view of how well the school is doing and where they want the school to be, based on an audit of the performance data. Actions are included in the school's development plan. The documentation is lengthy and lacks precision in identifying the main priorities clearly. This makes it difficult to gain a quick overview of the progress being made to address the main priorities.
- Teaching is regularly assessed by the leadership team and the local authority and teachers are given professional feedback on how to improve. Senior leaders and lead practitioners support teachers effectively, especially those new to the profession. Teachers benefit from the sharing of

best practice, although this is not consistent and does not always extend to visits to other schools.

- The tracking of pupils' progress and attainment is more secure. Enthusiastic year leaders and teachers are now more accountable for pupils' progress, which is improving in reading, writing and mathematics.
- Performance management paperwork is not succinct and easily manageable for different users. Nevertheless, teachers are set targets linked to their teaching skills and the progress pupils make, which has helped to bring improvements in the quality of teaching. Salary awards are linked to the achievement of targets.
- The curriculum enthuses the pupils and a range of activities stimulates learning, including creative workshops and regularly working with a television journalist. The leadership and provision for sport and physical education are notable strengths, including the winning of football and athletic events. The spending of the new sports funding will increase activities which have a significant impact on pupils' confidence and well-being.
- The school meets the needs of all its pupils who have the chance to succeed without discrimination, whatever their ability or individual needs.
- The school works with local schools within a highly effective local learning community. The school leads the 'Good to Outstanding' training which took place during the inspection. Lead practitioners support staff from local schools to improve their teaching.
- The school meets safeguarding requirements.
- The local authority has a good relationship with the school and provides light touch support.
- Parents hold the school in high regard as shown in Parent View and discussions with parents.
- **The governance of the school:**
 - The governing body under the new chair discharges all of its statutory responsibilities well. Governors have a good awareness of the school's strengths and areas for development. They know actions have raised progress in recent years. They assess the school's performance and budget. They review data on progress and check that the spending of pupil premium money is used to benefit this group of pupils. Governors have a good understanding of the quality of teaching and check that teachers' pay awards link to their performance.

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	117746
Local authority	North Lincolnshire
Inspection number	425939

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Gail Hewitt
Headteacher	Paul Foster
Date of previous school inspection	25 September 2008
Telephone number	01724 865644
Email address	head.brumbyjuniors@northlincs.gov.uk

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