

Brook House Junior School

School Road, Beighton, Sheffield, South Yorkshire, S20 1EG

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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 a school that requires improvement. It is not good because

- Progress is uneven throughout the school. In particular, too few pupils achieve the higher levels in reading.
- Some teachers do not have the skills to teach phonics (the sounds that letters make) to pupils who are at the early stages of reading. They do not always provide sufficient challenge for the more-able pupils in reading.
- Sometimes work given to pupils does not always match their abilities. Teachers do not always clearly explain the tasks given to pupils.
- Pupils do not have enough real-life problem solving opportunities in mathematics.
- All leaders do not use the data tracking systems well enough to monitor and evaluate the achievements of the different groups of pupils.
- The roles of the middle leaders are in the early stages of development so they are not yet fully accountable for pupils' achievements in their areas.
- The governing body does not have a full understanding about the school's data and consequently the effectiveness of the school's performance. They do not thoroughly challenge school leaders enough.

The school has the following strengths

- Since the previous inspection more pupils are achieving the higher levels in writing and mathematics.
- The curriculum gives pupils a range of experiences that helps to widen their understanding about the world. It promotes pupils' spiritual, moral, social and cultural development well.
- Behaviour is good and pupils feel safe in the school.
- Senior leaders and governors have created a vibrant school, where the quality of teaching and pupils' achievement are improving.

Information about this inspection

- The inspection team observed 16 lessons. One of these was jointly observed with the headteacher.
- Meetings were held with three groups of pupils, key staff, three members of the governing body and two representatives from the local authority.
- Inspectors listened to pupils read in Years 3 and 6.
- Inspectors looked at a number of documents including the school's evaluation of its own performance, the school development plan, the school's own data on pupils' current progress and attainment. They also looked at records relating to attendance, safeguarding and attendance.
- Inspectors analysed 28 staff questionnaires. They took into account 77 responses from the online questionnaires (Parent View) and spoke to parents at the start of the school day.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Tracy Fulthorpe

Additional Inspector

Clarice Nelson-Rowe

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized school.
- There was a re-structure to the leadership team in September 2013.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported through the pupil premium funding is below average. The pupil premium is additional government funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed forces.
- The proportion of disabled pupils or those with special educational needs supported at school action is below average. The proportion supported by school action plus or with a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that the quality of teaching is at least good so that pupils make consistently good progress, particularly in reading, throughout the school by ensuring that:
 - teachers have the necessary skills needed to teach phonics to those who are at the early stages of reading and can appropriately challenge and strengthen the reading skills for the more-able pupils so that they attain the higher levels
 - work given to pupils matches their different abilities, pupils are clear as to what they are learning about and they understand what is required from the tasks given to them
 - pupils have an increased opportunity to solve problems in mathematics using real-life problem situations
 - attainment gaps in English and mathematics are appreciably closed for pupils supported through the pupil premium.
- Improve the effectiveness of leadership and management, including governance, by:
 - using the data tracking systems more rigorously to monitor and evaluate the achievement of the different groups of pupils and the impact of any extra support given to them
 - strengthening the roles of the middle leaders so they are more accountable for pupils' achievement and can help to drive improvements in their areas of responsibility
 - ensuring that all governors have a better understanding about the school's data so they can provide robust challenge.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the rates of pupils' progress throughout the school are uneven. For example, in 2013, pupils did not make the progress expected of them in reading and not enough pupils achieved the higher levels in this subject. Attainment is above average when pupils join the school in Year 3. Although it dipped in 2013, attainment is generally above average when they leave at the end of Year 6. This reflects typical progress from starting points, but too few pupils are making good progress.
- Standards in reading were above the national average in 2011 and 2012 but dipped in 2013. Inspectors found that pupils in Year 3 have a firm understanding of the phonic skills needed to read unfamiliar words. However, during the inspection, the process of re-teaching phonics to all pupils in Years 3 and 4 was unsuccessful. This was because some of the teachers do not have the appropriate skills to teach this properly. Pupils found the work too easy and there was not enough challenge for the more-able ones and they lost interest in their learning.
- The gap between those entitled to the pupil premium funding and others in the school is closing although it was still quite wide in 2013. The current Year 6 pupils who are entitled to the funding, are one year behind the others in writing, two and a half terms behind in reading and two terms behind in mathematics. Consequently, more work needs to be done to close the gaps in attainment.
- Over the past three years attainment in mathematics is variable. Even though it dipped in 2013, it is still above average. The school is working closely with a local secondary school to support the more-able pupils in this subject. As a result an increasing proportion of these pupils are achieving a Level 6 in this subject, which is above the national average and is improving. However, work in pupils' books show that they do not have enough opportunities to solve problems in mathematics using real-life events. Consequently, these skills are underdeveloped.
- Pupils produce high quality written work. This is because they are given a range of opportunities to write for a real purpose and across the different subjects. The proportion of the more-able pupils achieving a Level 6 in writing is well above the national average and their achievements in writing are in the top 20% of schools nationally.
- Disabled pupils and those with special educational needs make expected progress from their individual starting points. They are well supported by the teaching assistants in the classrooms who enable them to learn alongside others. This is helping to promote equality of opportunity.

The quality of teaching

requires improvement

- Although improving, teaching overtime is not yet consistently good as a small proportion still requires improvement. At the time of the inspection inspectors saw a range in the quality of lessons. However, a small minority of them were outstanding. Teaching over time has not enabled pupils to make consistently good progress.
- Sometimes work given to the pupils does not match their ability. This was observed in Year 4 phonics lesson where pupils were learning about the sounds 'or' and 'ee'. This level of work was inappropriate for the majority of pupils in this group as it was far too easy for them.
- Where teaching is weaker, pupils are not always clear about what they are learning about and are not sure what is required from the activity given to them.
- Where teaching is at its best, teachers' high expectations and effective monitoring ensure that pupils are highly engaged in their tasks. This was seen in a Year 3 mathematics lesson where pupils were learning to write coordinates on quadrants. The teacher was highly effective in checking whether pupils were applying their new skills well and the teacher was able to quickly address any misconceptions.
- In the effective lessons good use is made of the available resources, which are used well to stimulate pupils' imagination. For example, a teacher in a Year 4 class dressed up as the White

Witch from 'Narnia' and successfully kept the pupils engaged in their learning.

- Teaching assistants have plenty of expertise and are well deployed to support pupils' learning. For example, a teaching assistant was observed delivering a high quality lesson where pupils were successfully learning how to make a comic strip using a programme on the computers.

The behaviour and safety of pupils are good

- Pupils' behaviour and attitudes to learning are good. Most parents, staff and pupils agree with this and this is backed up by the school's documentation. Pupils play well together at break and lunchtimes. They talk respectfully and confidently to each other and to all adults. They have a good understanding of the rewards and sanctions in the school.
- Where teaching is effective, pupils demonstrate very positive attitudes to learning. They focus well and work independently. Behaviour is not outstanding because where teaching is less effective pupils' behaviour is not as positive.
- Pupils have a good understanding about the different forms of bullying. They say that incidents of bullying are rare but are confident that all adults will deal with any incidents promptly and effectively.
- Pupils say they feel safe in the school. Those who spoke to inspectors could identify an adult who would help them if they needed any support.
- The youngest pupils feel that their 'buddies', who are the older pupils who look after them, are very important in helping them to quickly settle in the school.
- The school council representatives are very proud of their roles. They are very pleased with some of their achievements which include getting the leaders in the school to put a large clock in the dining hall and getting them to buy a climbing wall in the outdoor play area.
- Attendance is just above average as the pupils enjoy coming to school.

The leadership and management requires improvement

- Although the quality of teaching and pupils' achievement are improving, as a result of the work by the headteacher and staff, leadership and management require improvement. The school has not fully addressed the issues from the previous inspection and consequently achievement and the quality of teaching are not yet good. However, these improvements show that leaders have the capacity to improve the school further.
- There is plenty of information about pupils' achievement. However, leaders do not use the data systems well enough to monitor and evaluate the achievement of the different groups of pupils. Also, they do not sufficiently monitor the impact of any extra support given to them. For example, the gaps in attainment for pupils supported through the pupil premium are not closing fast enough.
- The roles of the middle leaders are in the early stages of development. They are not yet fully accountable for pupils' achievements in their areas of responsibilities.
- Senior leaders have developed sound systems to check and improve the quality of teaching and learning. All teachers have fairly challenging targets that relate to pupils' progress and to the standards that are expected of teachers nationally.
- The curriculum gives pupils a wide range of experiences beyond the school. For example, pupils have had long stay visits to Caythorpe and spent time at a hostel in Robin Hood Bay. Pupils' art work displayed around the school is of a high quality and shows pupils work with a range of media and techniques. They take part in a range of activities beyond the school day including a gardening club.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have lots of opportunities to celebrate other faiths. They have a good understanding of their traditions in Britain, such as the mining heritage. There has been an improvement in promoting a greater knowledge and understanding of Britain and a global society. The 'World in a Day' topic was

particularly successful, with countries chosen because of their links to the Sheffield area. Pupils confirmed that this was very enjoyable and informative.

- Clear plans are in place for the use of the sports premium funding. Leadership of this subject is ensuring that pupils will continue to participate in wide coverage of sport once the funding ceases.
- The school has established very positive relationships with parents and they feel that their children settle very quickly into the school.
- The local authority monitors the school's work termly. It is in the early stages of helping them to develop their skills on improving the teaching of reading.

■ **The governance of the school:**

- Members of the governing body have a clear overview of the school's strengths and areas for development. This is because they regularly visit and support the school. Governors have undertaken lots of training to help them to understand how to carry out their roles and responsibilities. However, they do not fully understand the data about the school's performance; therefore they are not yet able to stringently challenge school leaders. They have been successful at influencing the re-structure in the leadership team. They are well informed about how the pupil premium is spent and have a sound knowledge of the impact this is having on the pupils. Appropriate targets are well in place for the headteacher. They have a firm understanding as to how the school rewards good teaching and how it tackles any underperformance. They ensure that safeguarding policies and procedures meets all statutory requirements.

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	107037
Local authority	Sheffield
Inspection number	425746

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	320
Appropriate authority	The governing body
Chair	Kay Dickson
Headteacher	Mark Hinchliff
Date of previous school inspection	28 February 2012
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