

Broomgrove Junior School

Broome Grove, Wivenhoe, Colchester, CO7 9QB

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress because they are well taught. Over the past year, progress has been strengthened in reading, writing and mathematics. It remains strongest in reading and mathematics.
- All groups of pupils achieve well, including, for example, disabled pupils and those who have special educational needs and the most able pupils.
- Planned activities for different groups of pupils are typically well matched to their abilities; this is helping pupils to learn effectively.
- The school checks on pupils' progress closely and uses well-targeted support to ensure any pupils who are under achieving quickly get back on track.
- Pupils' behaviour is good in lessons and in the playground. They concentrate on their work and respond very positively to the teachers' high expectations. Pupils are courteous and show respect to adults and to each other. Pupils say that they feel very safe in school.
- The clear and purposeful leadership of the headteacher and the commitment and hard work of all the staff have helped improve the school. It is well placed to improve further because all staff are focused on raising standards.
- Governors are fully supportive of the school; they know it very well because they carefully analyse a wide range of information and know the next steps it has to take to improve.

It is not yet an outstanding school because

- In some lessons pupils spend time on tasks that do not challenge them enough. This slows the pace of learning and impedes pupils' progress.
- Achievement in writing is not as strong as in reading and mathematics. Pupils do not always get enough practice writing in different subjects or writing longer pieces of work.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons. Several lessons were observed jointly with the headteacher. The inspectors also observed pupils being taught in small groups and listened to pupils reading.
- Discussions were held with a range of pupils, the headteacher and other senior leaders, members of the governing body and a representative from the local authority.
- The inspectors took account of 42 responses to the Ofsted online questionnaire (Parent View) and 22 responses to the staff questionnaire.
- The inspectors looked at a number of documents, including the school’s data about pupils’ current progress. In addition, the inspectors looked at documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence, including displays, the school’s website and evidence representing the school’s wider achievements beyond the classroom.
- Discussions were held with parents at the beginning of the school day.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Barbara Chevis

Additional Inspector

Full report

Information about this school

- The school is an average-sized junior school.
- Most pupils are of White British heritage. A few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion given additional support through school action plus or with a statement of special educational needs is also broadly average.
- A below average proportion of pupils are supported through the pupil premium. This is additional government funding given to the school for pupils who are known to be or have been eligible for free school meals and those who are looked after by the local authority.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- At the time of the last inspection the headteacher had been at the school for four months and the deputy headteacher had been in her post for 6 days. Since the last inspection nearly half the teaching staff are new.

What does the school need to do to improve further?

- Improve teaching by ensuring tasks always challenge pupils.
- Improve achievement in writing by ensuring pupils:
 - practise writing across different subjects
 - write longer pieces of work more frequently.

Inspection judgements

The achievement of pupils is good

- Pupils start with skills and knowledge that have recently varied, but are typically at the level above that expected for their age. Pupils' achievement has improved considerably in the last eighteen months because weak teaching has been tackled robustly and training has helped to ensure staff have better subject knowledge and provide more challenging activities. This has been recognised by external evaluations including the monitoring visit by Her Majesty's Inspector (HMI) in January 2014.
- Attainment in the 2013 national tests in mathematics and reading was above average and in writing was average. Given pupils' starting points, this showed that progress was not rapid enough. Pupils are now making much faster progress, especially in reading and mathematics. Inspection evidence, including analysis of pupils' work and the school's own records, shows that progress is now good and attainment is above average. This is because teachers have higher expectations and more frequent and detailed marking of work that shows pupils how to improve their work.
- Pupils who are disabled or have special educational needs and those who are more able make similar rates of progress to others. This is because teachers generally adapt the work they give, according to the needs of different groups of pupils, through keeping a close check on them during lessons.
- The school's records show that pupils who speak English as an additional language make particularly good progress, reflecting the way the pupils learn in lessons. Records over the past year indicate a particularly strong picture in reading and mathematics.
- Reading is promoted and consequently pupils make good progress in developing reading skills. Younger pupils are eager to read and use their knowledge of letters and the sounds that they make to read unfamiliar words. Older pupils are developing in their fluency and understanding of what they are reading because of good quality lessons on understanding unfamiliar texts in detail.
- Pupils eligible for funding through the pupil premium grant are helped to learn well through a variety of support sessions, individually tailored programmes and class teaching, and make fast progress. Pupils supported by the pupil premium in Year 6 left school about two terms behind other pupils overall. As a result of the additional teaching in small groups, this group of pupils in the current Year 5 and 6 classes are now less than a term behind and in some classes are ahead of other pupils, especially in writing.
- The progress pupils make is not as fast in writing as it is in reading and mathematics because pupils do not practise writing across different subjects, and as a result there are limited opportunities to apply and develop their writing skills in other contexts. Pupils do not write extended pieces of work often enough to practise the use of higher level writing skills effectively, such as writing complex and adventurous sentences.
- The school is using the new primary school sports funding to employ sports coaches and develop in-school coaching expertise. This ensures that pupils are given good opportunities to experience a wider range of sporting activities and are developing a real desire to play a range of team sports. This is resulting in higher rates of participation in physical exercise and so promotes healthier lifestyles for pupils and better physical well being.

The quality of teaching is good

- Since the previous inspection teaching has markedly improved, and this is reflected in the school's progress information, work in pupils' books and lessons observed during the inspection. Relationships between teachers and pupils are very positive; pupils spoken to during the inspection commented on how much they liked their teachers and lessons.
- Pupils arrive at lessons on time and are eager to start learning. Teachers plan interesting activities that motivate pupils and build well on their enthusiasm. For example, in a Year 5 science lesson pupils pretended to be a heart and oxygenated and deoxygenated blood. This helped them to fully understand the importance of the heart.
- Learning is typically fast because the tasks provided for different groups of pupils are mostly well matched to their abilities. As a result, pupils have work that is not too easy or difficult. However, there are times when the pupils' thinking is not fully stretched and this limits the progress made.
- Teachers' marking is good and there is clear evidence of consistency of practice across year groups. Teachers inform the pupils of how well they are doing and what they need to do to improve. Pupils respond to the marking by strengthening their work.
- Teachers have good subject knowledge because training for staff is regular and identified at a whole school and individual level. They work well with their teaching assistants to make sure they are deployed appropriately and they understand the focus of the lesson.
- The teaching of reading is strong throughout the school and pupils enjoy reading. The regular guided reading sessions along with the enjoyment of exploring books as part of their writing lessons all aid this progress. Mathematics is also taught very effectively. Pupils especially enjoy tasks that make them use and apply their calculation skills and knowledge of the properties of shapes.
- Teachers and teaching assistants give timely and constructive individual and group advice during lessons to disabled pupils or those who have special educational needs. Consequently, they enjoy learning and are fully involved, and the vast majority make good and sometimes outstanding progress.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. In and around the school and at playtimes, pupils are friendly and behave sensibly. They confirm that they feel safe and secure in school, and say that there is an absence of bullying and the adults are quick to sort out any problems. Pupils understand what bullying is and the different forms it can take. Records show that minor incidents of poor behaviour or the rare incidents of bullying are dealt with swiftly and effectively.
- Pupils' enthusiasm for learning in lessons and in small groups outside of lessons, their politeness and ability to reflect on their learning are key strengths. Pupils' comments confirm that it is uncommon for their learning to be interrupted, and they show good consideration of each other's needs. Staff and most parents agree that pupils behave well at school.
- The school's work to keep pupils safe and secure is good. Pupils have a good grounding in recognising potential dangers, such as when using the internet. They have developed an appropriate range of strategies to keep themselves safe, for example when using the roads around the school.

- The school has a range of effective strategies to ensure pupils attend regularly and are on time. As a result, attendance is broadly average, and the proportion of pupils who are persistently absent has fallen.

The leadership and management are good

- The very effective leadership by the headteacher has ensured that teaching has rapidly improved and is enabling pupils to now achieve well. He has responded very quickly to the issues identified by the monitoring visits of HMI. The school's records seen show that strengths and weaknesses of teaching are analysed well and fed back clearly to individual staff. Joint observations with the headteacher confirm the accuracy of these judgements.
- Subject leaders use the tracking system effectively to keep a close check on pupils' progress, and as a result, teachers set realistic but challenging targets to meet pupils' academic needs and address their personal development. Those who need extra help are quickly identified and supported.
- Leaders are managing the performance of teachers effectively. This has raised expectations for pupils' progress and raised awareness of the teachers' part and accountability in promoting good achievement. There are secure links between teachers' performance and pay awards.
- Pupils experience a broad and balanced range of subjects to develop their skills well and topics are brought to life by stimulating and memorable activities. Pupils talk animatedly about their trips that are closely related to lessons. Classroom displays showing current learning create good climates for learning.
- Partnerships with parents are good. The views shared in the school's own questionnaire and on Parent View are generally very positive.
- Safeguarding policies and procedures fully meet requirements. Record keeping is thorough and staff training up to date.
- The local authority is knowledgeable about the school's strengths and weaknesses. The support provided is valued by the headteacher and other staff and has helped the school to improve.

■ The governance of the school:

- Governors have a good knowledge of the school's strengths and weaknesses, and are very challenging and supportive. They have a good understanding of school data and question the headteacher about pupils' achievement. They use a variety of data to help them evaluate the school's performance compared to other schools. Governors know about the quality of teaching and its link with pupils' progress. They are involved in drawing up the school's improvement plan and in setting robust targets for the headteacher. Governors make sound financial decisions, such as allocating the pupil premium to promote better achievement and ensuring the rewards teachers receive are warranted and based on meeting performance targets. The governing body is committed to helping the school improve still further. It is well informed and makes sure that its members are trained and up to date with information so that it can continue to ask senior leaders searching questions about the school's further development.

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	442016

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	Margaret Barrowman
Headteacher	Matthew Fuller
Date of previous school inspection	15 January 2013
Telephone number	01206 822893
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