

Brockhurst Junior School

Avery Lane, Gosport, PO12 4SL

Inspection dates 8–9 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders and governors have not improved the school enough since the previous inspection.
- Leaders' views about how well the school performs are too optimistic and not subject to close enough external checks. This prevents governors holding the school to account with sufficient rigour.
- Leaders do not consider achievement carefully enough when evaluating teaching. Pupil achievement information is not used well enough to decide areas for improvement, nor is it closely enough checked.
- Middle leaders do not contribute well enough to raising standards.
- Pupils, including disabled pupils and those with special educational needs, make slow progress, particularly in reading and mathematics. Pupils' progress has been declining over recent years.
- Gaps between the achievement of disadvantaged pupils and other pupils nationally are not closing fast enough. Governors have not checked that additional funds are spent effectively and result in improvements.
- The standards pupils reach by the time they leave are declining in comparison to pupils nationally.
- Frequent changes of staff have led to weaknesses in the quality of teaching throughout the school. As a result, teaching over time has not been good enough to ensure that all pupils make the progress they should.
- The marking of pupils' work is not good enough. It is not always used to inform pupils what they are doing well, or what they need to do to improve. Pupils do not always have the opportunity to act upon teachers' guidance.
- Pupils who are learning to read do not make good enough progress because they do not have sufficient support. Pupils' progress in reading is not checked regularly enough by staff.
- Teachers do not always have high enough expectations of pupils' behaviour in lessons. When pupils' attention dips, they do not produce the quantity or quality of work of which they are capable.

The school has the following strengths

- The school keeps pupils safe and secure. Pupils are usually polite and friendly and behave well towards one another.
- Attendance has improved and is now in line with the national average.

Information about this inspection

- Inspectors observed learning in 15 lessons or parts of lessons, of which four were joint observations with senior leaders.
- The inspectors held meetings with governors, senior and middle leaders, representatives from the local authority and a local school. They met formally with two groups of pupils, as well as talking to pupils informally throughout the inspection.
- Inspectors listened to pupils read and looked at the work in their books.
- Inspectors took account of the 73 responses to Parent View, Ofsted's online questionnaire. They also spoke to 23 parents and received four letters and one telephone call from parents. In addition, inspectors considered responses to the 13 questionnaires returned by staff.
- Inspectors looked at a wide range of documents including policies, minutes of meetings, safeguarding records, the school's own self-evaluation, and documents relating to pupil progress.

Inspection team

Janet Maul, Lead inspector

Additional Inspector

Adam Matthews

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Brockhurst Junior School is smaller than an average-sized primary school.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is higher than the national average. This extra money is provided for pupils known to be eligible for free school meals and those who are looked after.
- The proportion of pupils who have disabilities or special educational needs is slightly higher than in most other schools.
- A very large majority of pupils are of White British heritage, with just a few pupils coming from a minority ethnic group.
- The Chair of the Governing Body, the headteacher and the deputy headteacher have been in post since before the last inspection. Most of the other teaching staff have arrived since that time.
- The school does not meet the government's floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' progress in mathematics and reading, including that of disadvantaged pupils and those with special educational needs, by ensuring that:
 - all teachers have high expectations of what pupils can achieve and the amount of work they are expected to produce
 - pupils' work is marked regularly so that they know what they need to do to improve and are encouraged to act upon teachers' advice
 - teachers make regular checks on how well pupils are progressing in their reading and provide support if progress falters
 - all pupils are motivated, on task and fully engaged in learning
 - leaders monitor the effectiveness of the extra help given to pupils with disabilities or special educational needs and intervene if their progress is too slow.
- Increase school leaders' and governors' effectiveness in quickly bringing about improvements by:
 - ensuring that information about pupils' achievements is used consistently well to identify areas for improvement, and the impact of actions is closely monitored and evaluated
 - making sure that leaders promptly tackle any inconsistencies which may occur when there are changes to staffing, so that this does not prevent pupils from making good progress
 - working with advisers and other schools to share good practice and enable external, independent checks to be made on the school's performance
 - making sure leaders focus on pupils' progress when checking the quality of teaching
 - developing the role of middle leaders so that they can more effectively contribute to improvements
 - ensuring that the governing body has a good understanding of how well the school is doing compared to other schools so that governors can effectively hold the school leadership team to account.

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

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

are inadequate

- The governing body and senior leadership team have not been successful in halting the decline in pupils' progress, nor improving pupils' performance in national assessments.
- Self-evaluation is not sufficiently rigorous. Leaders have an unrealistically positive view of the school, which does not reflect the school's poor performance, including when measured against national standards.
- Senior leaders and governors have been unable to minimise the adverse impact of the frequent changes of teaching staff. Some classes have been taught by a large number of temporary teachers. Many pupils have not had continuity in their education and are achieving less well than they should as a result. School leaders are aware of this underperformance but have not yet eradicated it.
- Leaders do not use information gathered about pupils' achievements effectively to take swift and effective action to improve progress. Consequently, pupils with disabilities or special educational needs do not have their needs met or make good progress.
- The school's leadership team does not have the confidence of the parents. The majority of parents who responded to Parent View or who communicated with inspectors expressed dissatisfaction with the school.
- The school's middle leaders are new to their roles. Because they are still learning what to do, they are currently making only a limited contribution to improving the school.
- The school's arrangements to manage teachers' performance are appropriate. A wide range of suitable training has been provided. However, the frequent changes of staff mean that this is having little impact on raising standards.
- The school has recently made changes to the curriculum, and pupils say they like the wide range of different subjects and topics they are taught. The school plans well for pupils' spiritual, moral, cultural and social development. Pupils learn tolerance and respect for people from religions and cultures different from their own both in Britain and further afield. Pupils express an abhorrence of racism. They learn about democracy and voting. They are well prepared for life in modern Britain.
- The school promotes many of the principles of equal opportunities well but, in practice, it does not ensure that all groups are given effective opportunities to succeed academically.
- The school looks after pupils well and safety has a high priority. Leaders ensure that staff are well trained to identify pupils at risk of harm. Record keeping is thorough, and concerns are followed up. The school's arrangements for safeguarding pupils meet statutory requirements. The school also ensures that all adults who work with children are suitable to do so.
- The pupil premium funding has not been well enough targeted to ensure that the gap between the achievement of disadvantaged pupils and other pupils is closing.
- Sport funding is used well to provide more coaching, to subsidise specialist sports clubs, to train staff and to provide additional swimming lessons. The school reports that there has been an increase in participation in sporting activities, in participation in competitive events and in collaborative working with other schools.
- The local authority recognises that the school needs help to improve. It has recently made the school a high priority and constituted a strategy group to help move the school forward. There has not yet been sufficient time for this support to have had an impact. The school's leaders and governors also recognised improvements are required and successfully bid for a grant to pay for support from a National Leader in Education (NLE). This support has not yet started.
- The school should not appoint newly qualified teachers.

■ The governance of the school:

- Governors undertake training and have the necessary skills to interpret information about pupils' achievement, but they have not used these skills effectively to bring about improvements in the school's effectiveness. They have not checked the school's performance rigorously enough or insisted that improvements are made urgently. They have not made sure that additional funding for disadvantaged pupils is spent effectively and nor have they ensured that leaders are addressing staffing issues successfully. Governors have not challenged senior leaders adequately about pupils' poor achievement over time. Governors have received some information about the quality of teaching but this has not always given them an accurate picture. They are aware of how teachers' performance is managed, however the high turnover of staff has meant that governors have been unable to monitor the quality of teaching effectively or link pay to performance. The governing body is supportive of the school and

keen to help it to improve.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Some pupils are prone to lose focus, go off task and produce little work when expectations from staff are not high enough. As a result, their progress slows and learning time is wasted. However, in some classes, pupils enjoy learning, are proud of their achievements and concentrate well when they are motivated and the topic or subject captures their interest.
- Adults are polite and friendly towards pupils, with the result that pupils are also usually polite, friendly and behave well towards one another.
- Pupils said that behaviour 'used to be bad' but has improved. Pupils now conduct themselves well around the school and at playtimes and lunchtimes.
- Pupils are confident that any poor behaviour will be dealt with by the staff. Such incidents are infrequent and are dealt with well by the school. The school has been successful at improving attendance and reducing the number of exclusions. These are now in line with national figures.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are well supervised in school and in the playground. They are taught how to keep safe in different situations and e-safety is promoted effectively.
- Pupils consider that bullying is rare, and expressed the view that they are safe in school. Pupils know who to turn to for help and they are confident that the adults in school will help them.
- Some parents expressed concerns about bullying, behaviour and safety. However, the evidence from school records, inspectors' observations and conversation with pupils indicate that the school has worked effectively to reduce instances of bullying so that they are now rare.

The quality of teaching

is inadequate

- The quality of teaching over time has not been good enough to enable pupils to progress consistently well or to achieve high standards.
- In those classes where progress is too slow, teachers do not have sufficiently high expectations of the quantity and quality of work pupils can produce.
- Pupils often cannot make the necessary improvements to their work because the quality of teachers' marking is not good enough. Too little marking gives pupils clear guidance about how to improve their work. Sometimes teachers give pupils useful advice, but do not check to see that they follow it.
- Pupils who require help learning to read do not have enough additional support to enable them to quickly acquire good reading skills. They have too few opportunities to practise their skills in school. Moreover, their progress is not checked frequently enough by staff and additional support is not always offered promptly when needed.
- Pupils' work, and information about pupils' achievements, shows there is a wide variation in the quality of mathematics teaching across the school. Too much weak teaching has led to slow overall progress and low standards.
- Disabled pupils or those with special educational needs receive a range of additional support to help them with their learning. However, the school's information on pupils' progress indicates that this additional help was not effective in addressing pupils' needs and helping them to make good progress. The teaching these pupils receive in class is not always good enough to meet their needs.
- Disadvantaged pupils not receive effective support to enable them to make fast enough progress and so narrow the gaps with pupils nationally.
- The teaching of writing is a relative strength of the school. Pupils have the opportunity to apply their writing skills in a variety of different contexts across the curriculum. They are also taught how to prepare and produce a sustained piece of writing.
- The school runs a homework club which has proved popular with pupils and parents. Much of the homework set for pupils is done online; by offering the club all pupils have access to facilities and support and guidance.
- The most able pupils are taught well and make better progress than their peers. Teachers are aware of the need to challenge these pupils with suitable work and, as a result, they make progress at a faster rate.

For example, Year 6 pupils worked at a high level during a writing session, using sophisticated vocabulary and a variety of sentence structures in their writing, because the work was well matched to their needs and ability.

- Some good teaching was seen in Year 6. This was evident from high quality work seen in books, demonstrating rapid progress over time for some pupils.

The achievement of pupils is inadequate

- Over time, pupils have not made enough progress, particularly in mathematics and reading.
- Pupils' results in national assessments in reading, mathematics and English grammar, punctuation and spelling at the end of Key Stage 2 are far too low.
- Inspectors found standards and rates of progress varied too much between classes and year groups as a result of weaknesses in the quality of teaching across the school.
- At the end of Key Stage 2, in 2014, disadvantaged pupils in Year 6 were approximately one term behind other pupils in the school in mathematics, writing and English grammar, punctuation and spelling, and working at a similar level to other pupils in reading. When compared to other pupils nationally, in 2014, disadvantaged Year 6 pupils were four terms behind in mathematics, three terms behind in reading and English grammar, punctuation and spelling, and one and a half terms behind in writing. Gaps are not narrowing sufficiently quickly or consistently across the school.
- Across the school, pupils with disabilities or special educational needs are not making enough progress compared to other pupils in school, or nationally, because the support they receive does not meet their needs.
- Progress in writing has improved. In the national assessments, in 2014, it was in line with the progress found in most schools.
- Most able pupils made better progress than pupils in most other schools in the national assessments in 2014. This is because teachers have higher expectations of what they can achieve and provide them with more challenging work.

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	116161
Local authority	Hampshire
Inspection number	453669

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	178
Appropriate authority	The governing body
Chair	Joan Kerr
Headteacher	Paula Taylor-Williams
Date of previous school inspection	10–11 January 2013
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