



Brumby Junior School

Inspection Report

Unique Reference Number 117746
LEA North Lincolnshire
Inspection number 280143
Inspection dates 26 January 2006 to 27 January 2006
Reporting inspector Mr John Atkinson

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

Type of school	Junior	School address	Queensway
School category	Community		Scunthorpe
Age range of pupils	7 to 11		DN16 2HY
Gender of pupils	Mixed	Telephone number	01724 865644
Number on roll	379	Fax number	01724 865644
Appropriate authority	The governing body	Chair of governors	Mr Trevor Davey
Date of previous inspection	1 April 2000	Headteacher	Mr Bryan Crowther

Age group	Inspection dates	Inspection number
7 to 11	26 January 2006 - 27 January 2006	280143

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Brumby Junior School has 379 pupils on roll aged from 7 to 11. The school serves an area of social disadvantage and the proportion of pupils entitled to free school meals is above average. Very few pupils are from minority ethnic backgrounds and only one pupil has a first language other than English. The proportion of pupils with learning difficulties or disabilities is above average. The overall attainment of pupils on entry to the school is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Brumby Juniors is a satisfactory school and this judgement matches the school's own evaluation of its effectiveness. Standards are below average by the time pupils leave Year 6 for secondary school, but overall they make satisfactory progress from a low starting point in Year 3. The quality of teaching and learning is satisfactory overall but pupils do not always know how to improve their work. Systems for tracking pupils' progress are developing but the setting of learning targets for individual pupils has yet to be established.

The headteacher and deputy headteacher provide satisfactory leadership and management. The curriculum is well planned. Pupils are well cared for and supported, especially those with learning difficulties and/or disabilities, and their personal development is good. Pupils feel safe in school. They behave well and have positive attitudes to learning.

The school has made satisfactory overall improvement since the last inspection. In particular, standards are rising in English and information and communications technology (ICT). However, standards are not high enough in mathematics and science. The school clearly demonstrates the capacity to make further improvements and is well supported in this by the local authority. The school gives satisfactory value for money.

What the school should do to improve further

- Raise standards, particularly in mathematics, by ensuring that the work set matches the abilities of all pupils in the class.
- Raise standards in science, placing more emphasis on practical work.
- Set clear learning targets for the pupils to help track their progress more effectively.
- Ensure that marking helps pupils to improve their work.

Achievement and standards

Grade: 3

The school's own assessments of pupils' abilities when they start in Year 3 show them to be below average. Standards are below average in Year 6, as the results of national tests show, but pupils' overall achievement and progress are satisfactory. Pupils with learning difficulties and/or difficulties make satisfactory progress. Boys and girls achieve equal standards.

The school is working hard to raise standards but the initiatives taken have so far had mixed success. Standards have risen in English, as the test results in 2005 show, as a result of an effective emphasis on improving pupils' writing skills. In mathematics, however, results in 2005 fell after a number of years of improvement, and were well below average. In science, standards have fallen for the past three years and pupils do not make satisfactory progress in this subject. This is because too little attention has been given to pupils' practical skills. Standards in ICT have risen since the last

inspection and most pupils now reach the expected level for their age. This is as a result of better teaching and resources. In design and technology, standards are high and pupils achieve well because of good teaching, high expectations and challenging work.

Personal development and well-being

Grade: 2

The pupils' personal development, including their spiritual, moral and social and cultural development, is good. Pupils' behaviour and their attitudes to school are good. Pupils feel safe in school and they say that bullying is rare. When it occurs, they are confident that the staff will deal with it effectively. In discussions with them, pupils were particularly appreciative of the support provided by the learning mentor. The school council enables pupils to voice their views and contribute to decision-making.

The pupils are happy in school, which is reflected in their good attendance and positive relationships with adults. They generally work hard in lessons, but they are not always clear about how to improve their work.

Pupils participate fully in a range of physical activities and their attendance at club activities is good. They understand the importance of healthy eating and how to keep safe. Personal attributes and skills that prepare them for their future education, such as independence and responsibility, are developed well.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. The teachers' good relationships with pupils promote positive attitudes to learning and pupils work hard. Teachers prepare lessons carefully and make good use of information technology. Although teachers mark pupils' work regularly, the marking does not always indicate to the pupils how they might improve their work.

In the better lessons, teachers take account of the full range of abilities in their classes and provide activities which challenge all pupils. In the weaker lessons, the work set is aimed at the average pupil in the class; this means that tasks are too easy for some and too hard for others. This is particularly the case in mathematics lessons, where teachers spend much of the time teaching the whole class rather than letting pupils work on tasks that match their abilities. Because there is insufficient emphasis on developing practical skills in science, pupils do not make satisfactory progress in that subject.

Curriculum and other activities

Grade: 2

The curriculum is good overall and meets the needs of all pupils equally. Personal and social education includes sex education and promotes awareness of drug abuse. There is a good balance between subjects. Pupils with learning difficulties or disabilities are well supported in lessons. The curriculum is planned to give sufficient emphasis on developing basic skills whilst promoting the wider intellectual, creative and physical development of all pupils. However, more effective use could be made of what is known about pupils' achievement to plan the next steps in their learning. A good enrichment programme includes visits, visitors and a range of after school clubs that are well attended. The application of ICT is well planned across the curriculum. However, the school has recognised the need to make science lessons more practical in order to raise standards.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Procedures for child protection and to ensure health and safety are also good. Staff know their pupils very well and class teachers monitor attendance effectively. The school works hard to build the pupils' self esteem through a wide range of activities, such as community projects, and Year 6 pupils organise their own summer fair. Links between other schools, when pupils either start or leave Brumby, are good. Any pupils at risk are identified early and they receive appropriate support. Pupils with learning difficulties or disabilities are set detailed targets, but other pupils are not always told clearly enough how they can improve their work. The school works well with parents and other agencies.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and deputy headteacher have established an ethos in which pupils enjoy learning, want to come to school and behave responsibly. The senior leadership team is open and honest when assessing the strengths and weaknesses of the school. It recognises the importance of raising standards and improving achievement as vital to the school's progress. Although procedures for monitoring the quality of teaching and learning and tracking pupils' progress are in place, the leadership team does not use the information gained from these procedures well enough. In particular, they have not identified clearly the need to ensure that lessons match the full range of ability in the class, particularly in mathematics. Insufficient attention is given to show pupils how to improve.

The governing body is much more involved in the work of the school than in the last inspection. Governors carefully reflect on the school's performance and the difficult issues of standards, with the effect that the leadership is tackling these issues. The

school has managed its finances well to plan for changes in staffing and, overall, the school gives satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mr Bryan Crowther

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26 January 2006

Dear Children

Many thanks for making us welcome and sharing your opinions about the school with us. We hope that you enjoyed your inspection and we certainly enjoyed being in your classrooms watching you learn and work together.

We are pleased that you like going to school and want to work hard as this will help you when you leave Brumby School and go to a high school. It's easy to see why you like going to school because:

the adults are very interested in you and always want you to do your best

they expect you to behave well and work hard – and you do

you have many opportunities in different subjects to learn about interesting things; for example, we were impressed with what Year 6 were doing in design technology

the school helps many of you when you find work difficult.

We had a long chat with the headteacher and other staff and we agreed that you could do even better as a school if:

standards were higher, especially in science and maths

the teachers set you individual targets in English, mathematics and science

the teachers made sure that you are always working at the right level

the teachers make sure that you know how to improve your work.

It is important that you all work as hard as you can to make your school an even better one. We wish you well for the future and hope that your efforts continue to be the very best.

Yours faithfully

John Atkinson

Inspector