



# Brindley Heath Junior School

## Inspection Report

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**Unique Reference Number** 124094  
**LEA** Staffordshire  
**Inspection number** 281629  
**Inspection dates** 1 November 2005 to 2 November 2005  
**Reporting inspector** John Eadie RISP

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

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|------------------------------------|--------------------|---------------------------|------------------------------------|
| <b>Type of school</b>              | Junior             | <b>School address</b>     | Enville Road                       |
| <b>School category</b>             | Community          |                           | Kinver                             |
| <b>Age range of pupils</b>         | 7 to 11            |                           | Stourbridge, West Midlands DY7 6AA |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01384 872 343                      |
| <b>Number on roll</b>              | 260                | <b>Fax number</b>         | 01384 872 343                      |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> |                                    |
| <b>Date of previous inspection</b> | 6 March 2000       | <b>Headteacher</b>        | Mrs Sheila Allan                   |

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|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

This is an average sized junior school in the village of Kinver on the very edge of South Staffordshire. Most pupils come from the village, though a significant minority travel in from surrounding areas. The proportion of pupils eligible for free school meals is below average, reflecting the economic stability of the area. Almost all pupils are of White British heritage with just over 4% from a range of minority ethnic groups. All speak English as their home language. The proportion of pupils with learning difficulties or disabilities 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: 2**

Inspection evidence agrees with the school's evaluation that this is a good school. It has made good progress in the last few years. This is demonstrated particularly by the rising standards achieved in the national tests and the good progress made since the previous inspection. Leadership and management are good and there is a very evident sense of purpose in the school. This, along with the progress made in recent times, places the school in a good position to continue to improve. The school provides good value for money.

The standards that pupils achieve are rising and are now above average. This is because the quality of teaching is good. However, standards in mathematics are not quite as high as those in English and science. The school is well aware of this and raising standards in mathematics is a current priority. Pupils' personal development is good. A particular strength is that they thoroughly enjoy all that the school has to offer. Relationships are very good at all levels. There is a friendly yet purposeful atmosphere in the school. Pupils are given good levels of care, guidance and support. The school is working to develop systems to set targets to help pupils to improve their work. There are a number of really good initiatives that make the curriculum interesting and relevant for the pupils. For example, there is a wide range of visitors and many opportunities to extend learning, such as the teaching of stringed instruments.

Grade: 2

### **What the school should do to improve further**

- Raise standards in mathematics so that they are as high as those in English and science.
- Set clear targets for pupils so that they know what they need to learn next and share these targets with parents so that they can support their children's learning.

## **Achievement and standards**

### **Grade: 2**

The school has set increasingly challenging targets for pupils' achievement in recent years and these targets are almost all being met. The pupils' attainment on entry to the school is declining and the test results from the feeder infant school show that it was average for the pupils currently in Year 6. Standards reached in national tests have been rising and were above average in English, mathematics and science in 2004. The indications are that these standards have been maintained in 2005 and the pupils currently in Year 6 are showing every sign of exceeding these levels despite their weaker attainment on entry.

Standards in science have risen particularly well since the previous inspection, in 2004 and 2005, two-thirds of the pupils gained the higher Level 5 in science. Standards in English have improved well in the last two years as the school has been successful in its efforts to raise standards in this subject. Standards in mathematics are not quite

as good as those in English and science and the school has plans to deal with this. Pupils of all ability levels are achieving equally well and make good progress. Those with learning difficulties are supported well and make good progress in relation to their capabilities. Good provision is made for pupils with particular gifts and talents and these pupils are given good levels of challenge. Standards in a number of other subjects are higher than average, notably in music, art, and design and technology.

Grade: 2

## **Personal development and well-being**

**Grade: 2**

Pupils really enjoy school and are very keen to join in all activities. This is a significant strength and contributes to the high standards achieved across a broad range of subjects. They make good progress in their spiritual, moral, social and cultural development. They concentrate hard in lessons and co-operate well with others. Their understanding of the school's expectations for behaviour is well developed because they and their parents were carefully consulted in a recent review. Pupils behave responsibly and safely in lessons and around school. There have been no recent exclusions and attendance continues to be above average. Pupils' economic understanding is well developed, for instance through opportunities to take the initiative in charitable fund-raising. The benefits of physical exercise are well understood, though the school agrees that their understanding of healthy lifestyles could be developed further. They take on duties willingly that involve them in the life of the school and local community. It is a very good feature that school council members discuss significant developments and sound out the views of other pupils.

Grade: 2

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

Teaching is good overall. Teachers in each year share their expertise, which produces well informed plans with clear targets for lessons. The role of teaching assistants is clearly identified to make best use of their skills. Pupils' interest is held well through stimulating resources, practical activities and informal competitions. Staff make very good use of the new information and communication technology (ICT) equipment to focus pupils' attention. Lessons are mainly well structured and organised, with high expectations for attentiveness and participation. In the best lessons, questioning is skilful, prompting thoughtful extended answers, and instruction is brisk. Tasks are usually adjusted carefully for pupils with learning difficulties so that they make good progress. In weaker lessons, however, the tasks for some pupils do not always provide enough challenge. Marking and end-of-lesson reviews are normally used well to praise success but not always to identify weaknesses that need more work.

Grade: 2

## **Curriculum and other activities**

### **Grade: 2**

The curriculum caters well for the pupils' needs and is imaginatively planned to interest them. During the inspection, a firework theme effectively promoted poetry and story-writing. Pupils enjoy theme days, such as, 'The Romans' and 'The Tudors' which feature visits from 'time travellers'. A broad range of visitors and educational visits enhances the curriculum. Sport has a high profile in the extra-curricular activities provided.

Last year, each pupil in Year 3 learnt to play a stringed instrument. This had a considerable impact on their musical ability and self-esteem. Their pride and enjoyment at a County concert for school string players was a joy to see. The school has made a good start in promoting pupils' capacity to stay healthy and safe, with plans for further development.

Grade: 2

## **Care, guidance and support**

### **Grade: 2**

Staff know the pupils well and there is a strong community spirit. As a result, pupils feel safe and valued. Child protection procedures are well understood and the school is working hard to achieve the local education authority's quality mark for inclusion. Pupils' views are taken into account through regular school council meetings and more widely for specific purposes. Assessment procedures are well developed, particularly in English and mathematics. Pupils' progress is monitored regularly, and good use is made of the information to divide classes into ability groups in these subjects. The school now proposes to set short-term targets for individuals, involving them and their parents in the process. Good care is taken to assess and check the progress of pupils with learning difficulties. Outside agencies are properly involved in providing specialist support for those who need it.

Grade: 2

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There have been considerable improvements in the school since the headteacher joined three years ago. Standards in the national tests have risen significantly. Parents and pupils are much more involved in decision-making. For example, the school's behaviour management system has been redesigned after consultation with pupils and parents. Parents are very happy with the education that their children are receiving, saying such things as, 'All staff ensure that all children are treated equally' and, 'The support my child receives is superb'. The headteacher's drive to raise standards further has been communicated well to the staff team, who take their full part in moving the school forward.

Governance is good. Governors are very involved in the school and are efficient in their role of keeping a check on its effectiveness. They offer a good range of expertise and are thorough in their management of finances. Resources available are therefore managed well and finances are particularly carefully controlled. All statutory requirements are met.

The school's evaluation of its performance is good. It is based on careful analysis of data and the effectiveness of plans for improvement. With the good involvement of parents, pupils and governors in the development of the school and the clear drive of the headteacher, supported by her deputy and the staff team, the school is in a good position to continue to raise standards.

Grade: 2

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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> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | 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  | 2   | 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

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 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   | 1 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 3 | 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 | 2 | NA |

### The quality of provision

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

<sup>1</sup> 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**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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 |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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**

Brindley Heath Junior School Enville Road Kinver Staffordshire DY7 6AA

3 November 2005

Dear Pupils

Thank you very much for welcoming us to your school and being so helpful while we were there. We thoroughly enjoyed meeting and talking to many of you and looking at your work. You are right to be proud of your school as it is good.

There are a number of things that your school does really well and we think that the following are the best:

You really enjoy your lessons and all the other activities that the school provides for you.

You work hard, make good progress and reach good standards.

Your teachers make your lessons really interesting so that you enjoy them.

You behave well and get on well with each other.

There are a number of extra opportunities which make your education really exciting; for example, learning a stringed instrument and the visitors you enjoy.

Your headteacher and the staff have a very clear view of how they can improve the school.

There are a few things that we think your school should improve. They are already working on these:

The standard of your work in maths is not quite as good as your work in English or science.

You do not always know exactly what you need to do to make better progress.

Yours sincerely,

John D. Eadie (Lead inspector)