



Brockhurst Junior School

Inspection Report

Unique Reference Number 116161
Local Authority Hampshire
Inspection number 290439
Inspection dates 20–21 November 2006
Reporting inspector Peter Thrussell

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

Type of school	Junior	School address	Avery Lane
School category	Community		Gosport
Age range of pupils	7–11		PO12 4SL
Gender of pupils	Mixed	Telephone number	02392583650
Number on roll (school)	232	Fax number	02392586813
Appropriate authority	The governing body	Chair	Mrs Lynne Churchley
		Headteacher	Mr Roger King
Date of previous school inspection	14 January 2002		

Age group	Inspection dates	Inspection number
7–11	20–21 November 2006	290439

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Brockhurst is an average sized junior school. Pupils come from a variety of backgrounds, some of which are disadvantaged. A below average proportion of pupils are known to be eligible for free school meals. The majority of pupils have White British heritage, with a small percentage from minority ethnic backgrounds. The proportion of pupils with learning difficulties is just above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Although Brockhurst Junior School has successfully focused on some aspects of pupils' personal development and well-being, its overall effectiveness is inadequate. During the inspection, a whole school anti-bullying topic showed that pupils had a good understanding of the issues involved and how to stay safe. Their good behaviour in and around school demonstrates this. As one pupil commented, 'This is a friendly school'. Pupils' enthusiasm for the school's sport and fitness opportunities and the recently gained Healthy Schools' Enhanced Status award, reflect pupils' good understanding of healthy lifestyles. However, insufficient attention has been paid to the progress pupils make in their learning. Pupils' progress is inadequate overall. The problem lies in Years 3 to 5 where the school's own assessment information shows and inspection evidence confirms that progress in mathematics and writing is poor. Teaching is inadequate because it does not make sufficient use of assessment information to plan work that challenges all pupils. As a result, the pace of learning is too slow. Good teaching, with clear, focused support in Year 6 enhances the rate of pupils' progress, but this is not sufficient to make up all the lost ground. In 2006, standards were only average, particularly in mathematics. Given pupils' good starting points this represents underachievement over time. More able pupils did not do as well as they should.

The curriculum does not meet the learning needs of all pupils because it is not planned to make the best use of time, or meet the needs of all pupils. During the inspection too much time was spent rehearsing the Christmas Nativity, the performance of which was still some way off. Although the work on anti-bullying was appropriate, for many pupils it provided few opportunities that challenged them, particularly in their writing. The curriculum provides good enrichment opportunities, such as numerous educational visits and different themed weeks, which pupils particularly enjoy.

The school is not rigorous enough in its monitoring, so that weaknesses are not fully identified and addressed. The headteacher's monitoring of teaching and learning has not fully identified and rectified weaknesses in order to bring about urgent improvements. Pupils' progress is now being tracked by subject leaders, but weaknesses in achievement have only recently been identified. They were not picked up soon enough to enhance the rate of progress. The headteacher recognises that all leaders need to be involved in the monitoring and evaluation process and wants to develop these roles. This has led to some recent improvements in English. The English co-ordinator has made some headway on improving planning, introducing guided reading and identifying and supporting underachievement. However, there is some way to go before this and any other planned future action results in sustained improvements in pupils' progress throughout the school. Improvement on some issues since the last inspection has been insufficient, particularly with regard to the curriculum, monitoring and the use of assessment to guide planning.

In accordance with section 13 (3) of the Education Act 2005, HMCI 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.

What the school should do to improve further

- Raise achievement and standards in writing and mathematics, by improving the use of assessment information to plan work that challenges all pupils
- Ensure that the curriculum is planned to make the best use of time and meet the learning needs of all pupils
- Rigorously monitor the progress pupils make and the quality of teaching and learning, so that any action taken can be more sharply focused and lead to sustained improvement.

Achievement and standards

Grade: 4

Standards have varied in recent years and while broadly average are not always as good as they should be because pupils' progress overall is inadequate. Given the good starting points of pupils in Year 6 in 2006, standards in national tests were not high enough. This is because achievement is poor, especially in Years 3 to 5 and this is confirmed by the school's own analysis of pupils' progress. By the end of Year 4, half of the pupils have not made the expected progress in mathematics and well over a half have not made the expected progress in writing. This adversely affects pupils' chances of doing well by the time they leave school. Action to remedy the underachievement has not been rigorous enough to bring about significant and sustained improvement. Progress in English is accelerated in Year 6, assisting pupils to make up lost ground, by good teaching and through lunch time and after school booster groups, where learning is well focused on different levels of ability. This is not the case in other year groups where the curriculum does not always meet the learning needs of all pupils. The work for the more able children lacks challenge.

Personal development and well-being

Grade: 3

Pupils' personal development and well being are satisfactory. Pupils say they enjoy many aspects of school life, particularly practical lessons and clubs. Some, however, say they do not particularly enjoy literacy and numeracy lessons. Attendance is average. It is showing signs of improvement due to the systems the school has for following up absences. The school council is active and provides pupils with their say on how the school could be made better. Pupils were proud that their suggestion for improved lighting was carried through. Participation in events out of school and charity fund raising show pupils' good contribution to the wider community. Pupils' spiritual, moral, social and cultural development is good. Their understanding of the diversity of cultures in Britain is satisfactory, enhanced by religious education lessons and visitors to the school. These good personal qualities, along with the adoption of safe practices and

healthy lifestyles and an adequate grasp of basic academic skills by the time they leave the school, prepare pupils satisfactorily for their future life and learning.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate and consequently pupils do not achieve as well as they should. There is some inconsistency, because teaching in Year 6 is good and results in very positive attitudes to learning. Pupils are attentive, work well together and pay full attention to what they are doing. The good relationships in year 6 are generally evident throughout the school, although the good classroom practice is not fully apparent elsewhere. Much of the work is not planned well enough, particularly in mathematics, to meet the needs of all learners. Consequently some pupils are not challenged sufficiently, fully engaged in their learning, or sure of what they need to do. This is because learning objectives are not explored fully with pupils at the start of lessons to help them understand what they are going to learn. Some teachers question pupils well and encourage them to evaluate their work, but others ask too many questions that do not require pupils to think and explain, in order to develop their understanding. Marking is inconsistent and often does not provide comments to show pupils how they could improve their work.

Curriculum and other activities

Grade: 4

The curriculum is inadequate because it does not meet the needs of pupils' differing abilities sufficiently and this impacts on pupils' progress, especially in writing and mathematics. The school has rightly placed more attention on enhancing pupils' skills in writing, and there are now opportunities for them to apply and develop these skills in different subjects. Too many activities lack challenge to extend and develop pupils' thinking skills. The school also recognises the need to provide more opportunities for pupils to use and develop their computer skills. The curriculum is supported by a good range of enrichment opportunities that often provide first-hand learning experiences. The good provision for some aspects of pupils' personal development is having a positive effect in enabling pupils to develop into confident individuals and to understand the importance of healthy and safe lifestyles. The various clubs and specialist music tuition are helping the pupils who attend to develop their particular interests and talents.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The staff know pupils' personalities well and work hard to build up their self esteem and confidence. Parents especially value the care shown by the school for their children. The home-school link worker plays an

important part in developing pupils' emotional well-being and readiness to learn. The provision for pupils with learning difficulties is well managed and enables these pupils to be supported effectively and make overall satisfactory progress.

Targets are set for each year group in English and mathematics. Some pupils know which targets they have achieved and the ones they are working on. They understand how these help in guiding them to improve their work. Other pupils, however, are not sure of their targets as teachers do not pay them sufficient attention and sometimes neglect to record those that have been achieved. As a result, pupils' work is not always planned to meet their needs.

Leadership and management

Grade: 4

Leadership and management are inadequate. The school is inaccurate in its self-evaluation and has failed to consider the impact of leadership and management, particularly on achievement and standards and the quality of teaching and learning, believing itself to be an effective school. Although aspects of pupils' care and personal development are well promoted, underachievement within the school has not been tackled with sufficient rigour and urgency. The English and mathematics co-ordinators have started to develop their roles more fully. They now have a clearer picture of where there is underachievement and have planned how to tackle this. Plans for improvement in English are more sharply focused and the co-ordinator is keen to monitor and evaluate developments. Governors are supportive of the work of the school and to an extent are aware of its weaknesses. Nevertheless, they have failed to hold the school to account for the considerable underachievement in Years 3 to 5. The school has promoted good links with parents. The responses to the inspection questionnaire are very positive and show the close partnership between parents and the school.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and telling us about your work.

We liked these things the most:

- You behave well in and around the school and know how to stay safe.
- The school provides good care, and pupils who need extra help are well supported.
- You understand the importance of eating the right things and taking plenty of exercise.
- The school listens to you when you suggest how it could be made better.

Although there are some successful aspects to the school, overall it is not doing well enough and requires special measures.

We have asked the school to work on these things:

- Teachers should plan challenging work for all of you, especially in writing and mathematics, so that you all do as well as you possibly can.
- Leaders should check that the plans to make the school a better place for learning are working well.
- Each school day should provide you fully with challenging and enjoyable things to do.

Thank you again

Yours sincerely

Peter Thrussell

Lead Inspector