



Broomhill Junior School

Inspection Report

Unique Reference Number 122585
Local Authority NOTTINGHAMSHIRE
Inspection number 292446
Inspection dates 30 November –1 December 2006
Reporting inspector John Foster

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

Type of school	Junior	School address	Broomhill Road
School category	Community		Hucknall, Hucknall
Age range of pupils	7–11		Nottingham, Nottinghamshire NG15 6AJ
Gender of pupils	Mixed	Telephone number	0115 9525694
Number on roll (school)	200	Fax number	0115 9525698
Appropriate authority	The local authority	Headteacher	Mrs Sally Jury
Date of previous school inspection	15 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves an area of significant deprivation. Almost all pupils are White British and have English as their first language. The percentage of pupils eligible for free school meals is above average. There is a higher than average percentage of pupils who have learning difficulties and/or disabilities, although, in line with the Local Authority's (LA) policy, none have a statement of special educational needs. Attendance levels are broadly average. The school has achieved accreditation for the 'Active Mark' and 'Healthy Schools' Gold Awards and the 'Investors in People' Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It gives good value for money. The headteacher's leadership is excellent. She has a clear vision for the school and provides a strong drive to further improve its work. In this she is fully supported by the outstanding deputy and all the staff. The governors provide excellent support and perform their duties outstandingly well. They work alongside the head and staff to ensure that strategic planning is well established and they monitor progress in reaching the identified priorities well. The school views itself as an effective unit and this matches the view of the inspection team. The senior leaders are outstanding in monitoring teaching and learning and the school's overall performance. The subject co-ordinators perform their duties well and, whilst they are aware of standards and achievement in their subjects, their role does not yet include regular classroom observations. The issues raised at the last inspection have been successfully addressed and, because of the very strong leadership and able staff, the school is in a good position to undertake further improvements.

Starting with attainment below that expected nationally, particularly in speech and communication skills, pupils are taught well throughout the school. This enables them to make good progress so that by the time they reach Year 6 they attain average standards overall. However, a lower than average percentage attains the higher, Level 5, standards. In English, because of the difficulties they experience over the use of language, pupils make slower progress than they make in mathematics and science. Challenging targets are set and the school generally reaches them. In the 2006 national tests pupils performed very well and the school has set even more challenging targets for the current Year 6 pupils.

Throughout the school the quality of teaching and learning is good. Teachers plan work effectively to enable the pupils to achieve well and make good progress. There are good relationships between adults and pupils because the teachers have high expectations of pupils' behaviour and the pupils react well to these expectations. Teachers assess pupils' work carefully and use the data obtained very well to ensure that future work is planned to enable individual pupils to make good progress.

The school provides a good curriculum which is tailored to meet the specific needs of the pupils, though it does not yet provide enough planned opportunities for them to write in all subjects. In an effort to develop healthy lifestyles for pupils, for example, the school decided to give more curriculum time to physical education and to extend further the good range of sporting activities that take place out of school time. This has proved popular with the pupils and they are very aware that they should live their lives in a healthy manner.

Personal development is good, great emphasis is placed on developing pupils' awareness of others and on the levels of care provided for them. The staff work hard to ensure that pupils know about other cultures and pupils experience many opportunities to develop their knowledge and skills in art, design and music. Following a visit by a musical group, for example, the pupils are given the chance to play African drums.

Arrangements for care, guidance and support are outstanding. Procedures for child protection are fully in place and all staff know what to do if they have concerns over any pupil. Children say that they feel safe in school and always have an adult they can talk to if they have a problem. The pupils are encouraged to support each other and are given many opportunities to work for the good of the school. The school council, for example, worked with teachers to make playtimes more enjoyable through the provision of seats and playground markings for games.

What the school should do to improve further

- Improve achievement in English to match that in mathematics and science by developing pupils' literacy skills through planned opportunities for them to write in all subjects.
- Develop subject co-ordinators' roles to include regular lesson observations so that they are fully aware of the progress made in their subjects throughout the school.

Achievement and standards

Grade: 2

When pupils start at the school, their attainment is below that expected nationally. They are taught well and this enables them to achieve well so that by the end of Year 6 most pupils attain average standards in English and mathematics and above average in science. National data show that year-on-year pupils have made significantly better progress than pupils in schools nationally. However, their progress in English is not as good as they make in mathematics and science. The major reason is that, when they start at Broomhill, their listening and communication skills are significantly underdeveloped. The teachers carefully plan activities to help the pupils to make good progress in developing these skills, though they would benefit from more opportunities to write in all subjects. The high percentage of pupils with learning difficulties and those who have disabilities achieve well and make similar progress to other groups of pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. As pupils progress through the school they learn to show care and concern for each other. This, together with good spiritual, moral, social and cultural development, is at the heart of this safe, friendly and highly supportive community. Behaviour is good and pupils enjoy coming to school. Attendance is average and the school continues to work hard to ensure that all pupils and their families realise the importance of regular attendance. Because the school promotes healthy lifestyles outstandingly well, pupils develop a high level of understanding of how to stay healthy. Through class and school councils pupils make excellent contributions to school life and gain skills that form the basis of responsible citizenship.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know their pupils well and through careful planning they take full account of the different needs of pupils in their classes. Because most lessons are interesting and stimulating, pupils work hard and learn well. In some lessons in the lower years, progress is slowed because pupils are inattentive. As they move through the school, however, because of teachers' high expectations, pupils pay greater attention and this enables them to make better progress. Computers and interactive whiteboards are used effectively to enhance learning. Pupils with learning difficulties receive effective support and more able pupils are given tasks which challenge them. Teachers use assessment procedures outstandingly well to check on pupils' learning and do much to encourage parents to get involved with their children's work.

Curriculum and other activities

Grade: 2

The school provides an interesting and stimulating curriculum. Because the curriculum is well suited to the range of pupils' needs, all pupils, including those with learning difficulties and/or disabilities, make equally good progress. The curriculum benefits from being innovative. For example, pupils' learning has been enhanced by the thematic approach adopted in 'Golden Time' on two afternoons a week. The curriculum promotes pupils' computing and numeracy skills well, and the school has identified correctly the need to strengthen links between subjects in order to raise standards of literacy. The school promotes pupils' safety, health and well-being effectively. Many take part and achieve good standards in sporting activities. These and other enriching activities are much valued by the pupils and help to develop their self-confidence and social skills.

Care, guidance and support

Grade: 1

Pupils and their parents are virtually unanimous in stating that the reason nearly every pupil enjoys school and does well is because the staff take great care of them. Pupils say that they trust their teachers and this helps them talk more easily about problems and worries. Requirements for child protection are fully met and staff are alert to individual needs. Risk assessments are undertaken regularly for subjects and trips. Pupils' good academic progress is supported by excellent procedures for assessing their skills and knowledge and ensuring that they are on course to meet their targets. Pupils enjoy talking about their targets and about how well they are doing. They rise to the challenges set, but do not find them oppressive.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides inspirational leadership and is fully supported by her excellent deputy. Whilst subject co-ordinators monitor their subjects well, they do not yet undertake regular lesson observations. The monitoring of the school's performance is good, with the monitoring roles of the headteacher and deputy being outstanding. Teachers are given clear guidance on how they can improve their performance and subsequent observations focus on the points identified for improvement. Governance is outstanding. The chair provides excellent leadership to fellow governors. They are fully aware of the strengths and weaknesses in the school and work very well alongside the staff to build on the strengths and deal effectively with the few weaknesses. The issues raised at the last inspection have been successfully addressed and, because of the very strong leadership and able staff, the school is in a good position to undertake further improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
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	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

4 December 2006

Dear Pupils

Broomhill Junior School, Broomhill Road, Hucknall, Nottinghamshire, NG15 6AJ

As you know, Mr Thomas and I came to your school last week to carry out an inspection. This letter is to thank you for the welcome you gave us, for helping us in our work and to let you know what we found out about your school.

You go to such a good school where Mrs Jury, the staff and governors care for you so well and make sure that you are given many opportunities to develop as people, such as when you serve on the class or school councils. The teaching you receive is good and this enables you to make good progress in your learning. The curriculum you enjoy is good and the staff work hard to give you chances to take part in many activities at dinnertime and after school. It is clear that you appreciate these opportunities by the way many of you are so keen to participate in them. The school ensures that you are exceptionally well prepared for coming to Broomhill from the infant school and for moving on to the comprehensive school.

Mrs Jury and Mr Beckinsale-Yates give outstanding leadership and all the staff support them well in what they do for you. The governors are also excellent in the work that they do for the school.

There are two areas where we feel that some improvements can be made and we have asked Mrs Jury, the staff and governors to make sure that these are implemented.

- In order to enable you to make even better progress in English, we have asked them to give you as many opportunities as possible to write in all subjects.
- For the teachers with responsibility for each subject to visit lessons, to see how well you are working in each subject.

With all best wishes for the future

Yours sincerely

John Foster

Lead Inspector