

# Broom Valley Junior School

## Inspection report

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<b>Unique Reference Number</b>	106835
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	309242
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Brenda Clarke

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Asher
<b>Headteacher</b>	Mr David Saunders
<b>Date of previous school inspection</b>	5 July 1999
<b>School address</b>	Broom Valley Road Rotherham South Yorkshire S60 2QU
<b>Telephone number</b>	1709 828636
<b>Fax number</b>	1709 835491

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Broom Valley Junior School is an average sized school. Most pupils are from minority ethnic heritages with approximately one third of pupils from White British backgrounds. The proportion of pupils at an early stage of learning English is above average. Many languages are spoken in the school. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The proportion of pupils eligible for free school meals is broadly average. There have been significant staffing issues since the last inspection. The school has gained awards for Healthy Eating, Enterprise skills, Inclusion and Curriculum Initiatives.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Broom Valley Juniors is a good school, providing good value for money. It is a very welcoming, happy and caring school that has improved since its last inspection. It is valued and respected by the community it serves. At the heart of the school is the belief that every child matters. Hence, pupils really enjoy coming to school, their cultural diversity is celebrated and they feel secure and included. An overwhelming majority of parents support the school. They appreciate and speak highly of the good care their children receive. The school values pupils' opinions and uses these to improve its provision. A particular strength of the school is pupils' outstanding personal development, including their spiritual, moral, social and cultural development. Pupils mature into thoughtful, caring individuals, who reflect wisely about their learning and how they can make a difference to the school community. They develop an excellent appreciation of the richness of world cultures and their respect for each other is good. Pupils have responded positively to the challenging attendance targets set by the school so that their attendance is now above the national average. They know how to stay safe and understand the importance of a healthy lifestyle. By working in the school shop they learn basic business skills and develop a sense of the world of work. A good quality curriculum supports teaching and learning and contributes well to pupils' enjoyment. Many pupils attend the wide range of clubs offered by the school.

Currently, standards are broadly average overall and pupils achieve well from their generally below average starting points in Year 3. Achievement in science is satisfactory and standards are below average. The rate of progress varies in the different classes because the quality of teaching and learning is not consistent. In most lessons, well planned activities engage pupils exceptionally well and they behave impeccably. Relationships are harmonious between pupils, and pupils and staff but where teachers' expectations are not high enough, pupils behave less well and lack concentration in lessons. Pupils at an early stage of English language acquisition or with learning difficulties and/or disabilities are fully included in lessons because they receive good support from well briefed specially trained teaching assistants. However, in those lessons where teachers plan insufficient practical activities, pupils with English as an additional language sometimes lose interest.

The main reasons for pupils' good progress are the dedicated and committed leadership of the headteacher, assistant headteacher and his senior staff and their drive to ensure a consistent approach to learning across the school. Together with the governors they are passionate about ensuring that the varying needs of all pupils are met. They know that pupils are not doing as well in science and have firm plans to address this. The school keeps a wealth of detailed information that shows the progress made by each pupil. This is used rigorously to set individual, challenging targets and to give additional support where needed, especially for those pupils who are learning English. Resources are used well and governors exercise good oversight of the school's budget. The very good decorative order and upkeep of the building, together with attractive displays and high levels of cleanliness, provide a first class learning environment. This significantly lifts the quality of provision and impacts positively on pupils' learning.

Given the good level of accuracy of its self-evaluation, the commitment of staff to providing a high quality education and effective structures in place to manage its work, the school has a good capacity to improve. A good example of this is the success of recent targets to raise pupils' attendance.

## What the school should do to improve further

- Raise standards and achievement in science.
- Improve the quality and consistency of teaching to match that of the best.

## Achievement and standards

### Grade: 2

Attainment on entry varies year on year, but is generally below average. The unvalidated results for 2007 showed that standards by the end of Year 6 were broadly average in English and mathematics, but below average in science. Achievement is good in English and mathematics, but satisfactory in science. The progress that pupils made was affected by high levels of mobility into and out of this cohort over time and by a significant group of pupils who entered the school in Year 6. The progress of some year groups has also been affected by staffing issues and the resultant number of staff changes. Currently, standards are broadly average and pupils make good progress in English and mathematics, although there is more to do to raise standards and achievement in science. Data show that the pupils who have been in the school since Year 3 make good progress overall. Challenging, achievable targets are in place to raise pupils' attainment further.

Pupils joining the school at times other than Year 3 continue to be a challenge for the school, but good inclusion strategies and effective intervention programmes enable these pupils to make good progress in relation to their starting points. A significant number of minority ethnic pupils who speak English as an additional language experience some difficulties when meeting multi-part questions that are not phrased in simple terms. This affects their ability to solve problems and affects their results in national tests, particularly in science. The school is currently exploring ways to ensure that practical activities are included in lessons so that pupils gain a better understanding. Those with learning difficulties and/or disabilities make good progress because of the good, structured support they receive from well informed teaching assistants.

## Personal development and well-being

### Grade: 1

Pupils enjoy school and their attendance is good. They speak very highly of their teachers and the levels of care they receive. One said, 'Everyone is always really kind'. In the majority of classes pupils' attitudes to learning are impressive. They are thoughtful learners. For example, Year 6 pupils reflected not only about their learning in the lesson, but also about the skills they had used. Pupils work hard to earn points for good work and good deeds. A significant number achieve their goals and are rewarded with special activities at the end of the summer term. Pupils' behaviour is good and they are exceptionally friendly and courteous with visitors. They develop good social skills when taking part in trips and residential experiences. Pupils work safely, adopt healthy lifestyles and appreciate the healthy meals at lunchtime. Older pupils develop responsibility by acting as play leaders. They have to apply for the post and undertake training. This prepares them well for their future lives. Through the school council pupils have a real influence on decisions taken by the school and have been instrumental in developing the outstanding playground provision. Older pupils learn about the world of work and, from low starting points, make good progress in their basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good overall and is reflected in the good progress that pupils make. In the best lessons, well planned activities engage the pupils extremely well and strong relationships underpin good behaviour. Pupils are keen to please and work hard. Teachers have high expectations of the pupils and set challenging work, so that the pupils make good progress. This is because the pace of learning is brisk and activities are varied and often practical. This good practice is not evident in all lessons. In some lessons the progress the pupils make slows because teachers' expectations are not high enough and some pupils respond by behaving inappropriately and/or not listening carefully to the teacher. Currently, teachers are ensuring that the end part of the lessons is being used more effectively to reinforce the main objectives of the lesson to ensure that the pupils make the best possible progress. Teachers are generally effective in ensuring that lessons are practically based which ensures that those pupils who are not confident with English succeed well. In all lessons teaching assistants are deployed well to assist individuals and groups of pupils. There is some effective marking that guides pupils clearly in the next steps they should take, but this is not a consistent feature across all classes.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the needs of the majority of learners well and celebrates the cultural diversity of the school. For example, the school has changed its sex education policy to better meet the cultural needs of pupils and has introduced topics that more closely match pupils' varied and rich heritages. The planning of themed approaches that link subjects ensures that work is relevant and purposeful. There is good overall provision for pupils' literacy and numeracy skills, but sometimes there is an inconsistency of approach. For example, when activities lack a practical application the curriculum does not always meet the needs of those learning English as an additional language. This particularly affects learning in science and impacts upon the pupils' understanding and ability to solve problems. Information and communication technology (ICT) is successful and supports work in other subjects. There is a very good range of well attended clubs. These, together with exciting visits, visitors and community links, broaden and enrich curricular provision.

### Care, guidance and support

#### Grade: 2

A strong, caring ethos is evident in all aspects of the school's work. Very good relationships ensure all pupils feel safe and there is always someone to talk to. Inclusion for all pupils is strong so that pupils feel valued and happy. The teaching assistants and learning mentors work hard to ensure that vulnerable pupils are included and that barriers to learning are removed. Keeping a check on pupils' personal and academic progress is a strength of all the school provides. Pupils who find learning hard receive good help and support and, consequently, they feel secure and valued. A well planned induction programme ensures that those joining the school are helped to settle quickly into school life. Partnerships with outside agencies and other providers are good and benefit pupils. For example, the planned induction programme with the High school gives pupils a good introduction to the next stage of learning. Policies for safeguarding pupils meet latest requirements and procedures for risk assessments are robust.

Some inconsistencies are apparent between classes in the setting of pupils' targets and in the marking of their work.

## **Leadership and management**

### **Grade: 2**

The headteacher has ensured that inclusion is at the heart of the school's work. Hence, racial harmony is promoted very well adding greatly to the school's ethos. He has skilfully formed a strong leadership team in a short period of time. Their evaluation of the school's effectiveness is accurate. Well planned systems for monitoring and evaluating the school's provision have impacted effectively on the quality of teaching and learning so that pupils make good progress overall. Comprehensive academic information on each pupil is rigorously used by the headteacher to set challenging targets. Other adults are used well to support vulnerable pupils. The views of all stakeholders are sought, valued and acted upon. Hence, parents' questionnaires indicate a high level of satisfaction with the school. Governors fulfil their roles well and have a clear understanding of current issues and the school's strengths and areas for development.

The school has made good improvement since the last inspection whilst tackling challenging issues such as pupil mobility and increased numbers of children entering from a wide variety of cultures. The headteacher has handled recent difficult staffing issues well. However, these difficulties have impacted on the progress that pupils have made in some classes. Overall, the school provides good value for money and has a good capacity to improve.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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**

Inspection of Broom Valley Junior School, Rotherham, S60 2QU

We really enjoyed our visit to your school. Thank you for giving us such a warm welcome and for answering our questions so politely. The inspector who spoke to the school council thought they were great! We found that your school provides you with a good standard of education. It is a happy and friendly place where pupils from many cultures respect each other and work well together in lessons. You also enjoy helping around the school and feel very proud that your views and ideas have helped towards your new playground development. We think it is super!

Here are the things that are best about your school

- Your school is a happy place where you enjoy learning and taking part in clubs and visits.
- You behave well and work hard in lessons.
- You are taught to respect others and you get on well together.
- You are given good opportunities to say how you could make your school even better.
- You told us that you feel safe and that all staff take good care of you.
- You are all treated equally and are given extra help when you need it.

These are the things that could be better

- We would like you to do even better in your science lessons and reach higher standards.
- We want the school to make sure that all your teachers teach as well as the very best ones so that you can do even better.

There are signs that your school is getting better and better, although there is still lots to do. We hope that you enjoy yourselves even more over the coming years and thank you again for your help.