

Brockwell Junior School

Inspection report

Unique Reference Number112691Local AuthorityDerbyshireInspection number310983Inspection date8 May 2008Reporting inspectorGlynn Storer

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

Type of school Junior
School category Community
Age range of pupils 7–11
Gender of pupils Mixed

Number on roll

School 254

Appropriate authority

Chair

Mr Chris Johnson

Headteacher

Miss Catherine Holmes

Date of previous school inspection

29 November 2004

School address

Purbeck Avenue

Loundsley Green Chesterfield Derbyshire S40 4NP

 Telephone number
 01246 278542

 Fax number
 01246 278542

Age group	7-11
Inspection date	8 May 2008
Inspection number	310983



© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievements in Years 3 to 6, the quality of the curriculum and its impact on pupils' learning and the effectiveness of the academic guidance that the school provides for its pupils. Evidence came from classroom visits and from discussions with staff, pupils and governors. The inspector also examined pupils' work and school documents, especially assessment and safeguarding information. Other aspects of the school's work were not investigated in detail, but the inspector found nothing to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

Description of the school

This average sized school serves a socially mixed suburb of Chesterfield. The vast majority of pupils are from White British backgrounds. Of the small proportion of pupils from minority ethnic backgrounds, very few speak a language other than English. Pupils' attainments on entry to the school are generally above the national average. The overall percentage of pupils with learning difficulties and/or disabilities is similar to that in schools nationally and the number with a statement of special educational need is higher than normal for a school of this size. The school has benefited from stable staffing in recent years, although a new headteacher was appointed in November 2007. The school has gained numerous awards for promoting basic skills and healthy, active lifestyles and for combating bullying. The school currently has Investors in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Brockwell Junior School is an outstanding school. Pupils of all abilities flourish in an extremely caring environment and as a result, achieve exceptionally high standards in both personal and academic development. Parents are unanimous in their support for the school. One parent summed up the views of many, 'Our child is confident, hard working, very happy and achieves well. He has been given four years of excellent teaching, support and encouragement.'

Pupils' achievements are outstanding. From generally above average starting points, most make excellent progress. A high proportion of pupils exceed the expected standard for their age and some reach levels normally expected of much older pupils. Pupils' learning is outstanding because the school sets extremely challenging targets. Consequently, staff expect that all pupils, regardless of ability, should progress at a higher than average rate and strive successfully to ensure that the vast majority succeed. Teaching in all classes is at least good and there is a higher than normal proportion of excellent teaching throughout the school. Teaching of this quality engages pupils and brings out the best in them.

Teachers have high expectations of pupils' behaviour and response and they establish excellent working habits. Outstanding levels of personal development and well-being are key factors in the exceptionally high standards that pupils attain. By the time that pupils leave the school, they are confident and independent. They rise to the challenge of work that really makes them think. Teachers also provide excellent guidance for their pupils. Through the regular reviewing of personal and group targets, constructive marking of work and highly effective on-going dialogue, teachers ensure that pupils know exactly how to improve their work, and are well motivated to succeed.

Another important factor in the school's success is its excellent curriculum. School life is packed with exciting first-hand experiences that bring learning to life and promote high academic and personal standards. There is a consistent emphasis on promoting literacy, numeracy and information and communication technology (ICT) skills throughout the curriculum. The school also has a strong focus on creative and aesthetic subjects. Work in art, design and technology and music results in high standards because it is firmly based on pupils learning and applying skills. This approach, along with highly effective cross-curricular links, adds enormously to pupils' enjoyment and achievement across a wide range of subjects. Furthermore, an outstanding range of educational visits, visitors, special events, such as creativity days, multi-cultural days and concerts, and a huge array of 'out of hours' clubs, enrich the schools excellent basic curriculum. They make pupils' learning more relevant and appealing and are highly valued by pupils and parents alike.

Highly effective activities that promote pupils' personal development and well-being are also a regular part of the programme. As a result, pupils 'enjoy every single minute', and attendance is above the national average. Pupils speak with confidence about the importance of personal safety and show a huge commitment to healthy lifestyles. They make strong contributions to the school community because they all 'get a real say' and teams, such as the 'Playground Pals', carry out their responsibilities conscientiously. Positive attitudes and values, along with high levels of basic skills, prepare pupils extremely well for their on-going education and for their future lives. Spiritual, moral, social and cultural development is excellent. Pupils are sensitive to feelings and emotions evoked in their learning. They base their values and behaviour on openness, kindness and fairness. Pupils have excellent social skills and show increasing maturity

as they move up through the school. Cultural development is one of the school's on-going priorities. Nevertheless, multi-cultural aspects already enrich learning well, especially in the humanities and the arts.

The school has exceptionally strong partnerships with the local authority, outside agencies and neighbouring schools. These have been influential in the school's drive to develop a high quality curriculum and to provide outstanding pastoral care and support for all pupils, but especially for those who are in any way vulnerable. Excellent support for pupils who need additional help with their learning ensures that they benefit from all that the school has to offer and make similar progress to other pupils. One parent wrote, 'We are more than pleased that our child continues to receive extra help in problem areas. He is making fantastic progress, thanks to the hard work and commitment of special needs staff.' Procedures for ensuring pupils' safety and well-being in school are thorough and meet current government requirements.

Outstanding leadership and management are at the heart of the school's success in all of the above areas and give the school an exceptionally strong capacity for further improvement. The change of headteacher has been seamless. Robust systems checking on standards and quality, conscientious and highly effective governance and targeted support from the local authority have sustained the school through the transition and ensured that standards did not decline. The school is going from strength to strength because the recently appointed headteacher has high aspirations for the school and for its pupils. She is striving for excellence in all aspects of the school's work and her vision and ambition for all at the school have sustained the strong morale and commitment in staff. Teamwork and mutual support are excellent. Senior staff lead key subjects and aspects of the school's work exceptionally well because they are given the necessary time, resources and authority to do a really thorough job. The school is currently extending the responsibilities of its other subject leaders, though not all are yet playing a full part in monitoring the school's performance.

What the school should do to improve further

• Give all staff with leadership responsibilities a prominent role in monitoring standards and quality in their subject areas.



6 of 9

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and	
grade 4 inadequate	Overall

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The capacity to make any necessary improvements	1

Achievement and standards

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

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	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

9 May 2008

Dear Pupils

Inspection of Brockwell Junior School, Chesterfield, Derbyshire, S40 4NP

You may remember that I visited your school a little while ago. Thank you for making me so welcome and for taking time to talk to me and to answer my questions. I particularly enjoyed talking with the 'Playground Pals'. You clearly take your responsibilities seriously and do a really good job.

I thought that you would like to hear what I found out about your school.

There are many excellent things happening in your school.

- Almost all of you make extremely good progress in English, mathematics and science and overall standards are very high.
- You enjoy school because teachers, educational visits, visitors and special events make learning extremely interesting and enjoyable.
- You get on exceptionally well with one another and your behaviour in lessons is excellent, because you are extremely hard working and thoughtful.
- Your teachers and other adults help you when you have problems, make sure that you are safe and give you excellent advice about your work.
- Your headteacher, the staff, governors and pupils work exceptionally hard to make your school a better place.

There is not much that needs to be improved at Brockwell but, because Miss Holmes, quite rightly, wants everything to be perfect, there will always be something that she wants you to do just a little bit better. That is why yours is an outstanding school.

I only have one thing to ask the school to do and that is to make sure that all staff who are subject leaders play a full part in checking how well you are all doing. Actually, this is something that the school is already working on, and I know that you will all do your best to help.

I hope that you will all continue to work hard and do well.

Yours sincerely

Glynn Storer

Lead inspector