

# Broomgrove Junior School

## Inspection report

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<b>Unique Reference Number</b>	114759
<b>Local Authority</b>	ESSEX LA
<b>Inspection number</b>	311699
<b>Inspection date</b>	9 January 2008
<b>Reporting inspector</b>	John Francis

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>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev David Thomas
<b>Headteacher</b>	Mrs Julie Thompson
<b>Date of previous school inspection</b>	29 September 2003
<b>School address</b>	Broome Grove Wivenhoe Colchester Essex CO7 9QB
<b>Telephone number</b>	01206 822893
<b>Fax number</b>	01206 827998

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## Introduction

The inspection was carried out by one Additional Inspector who evaluated the overall effectiveness of the school, and investigated the following issues: pupils' achievement in writing, the impact of the new senior leadership team, the quality of pupils' personal development, the provision for care, guidance and support and the curriculum. Evidence came from observing work in classrooms, scrutinising school documentation and records of pupils' achievement and progress, discussions with senior leaders in the school and with pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is an average sized school serving Wivenhoe and the surrounding area.

Most pupils are from White British families and fewer than average have English as an additional language. The proportion of pupils entitled to a free school meal is below average as is the percentage that has learning difficulties and/or disabilities or a statement of special educational need. Attainment on entry to the school is broadly in line with that expected for pupils of this age.

The school has a number of awards including, Investors in People accreditation, Basic Skills Award, Healthy School status and Quality in Study Skills accreditation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In line with the school's own evaluation, the inspection judges this to be a school that provides a good academic education for its pupils and ensures their outstanding personal development. Pupils achieve well and are on track to reach above average standards in English, mathematics and science by the end of Year 6. Targets set for English and mathematics for this year and next year are very challenging. However, pupils' creative education is also catered for well and there are examples of high quality work in art, particularly painting, and in design and technology. Overall, pupils make good progress.

National test results for Year 6 in 2007 were well above average in English, science and mathematics with a more than average proportion of the pupils reaching the higher level 5 in mathematics. These results show a continuing trend of improvement. From their high standards in 2006, results at the higher Level 5 in English fell a little in 2007, mostly because of lower than expected results in writing. The school's response to this led to a range of changes to the organisation of the subject and revised approaches to teaching writing. As a result, pupils are making better progress. However, written skills are not yet practised enough across the curriculum, and some changes, such as those to marking and assessment, are relatively new and continue to be a focus for future development.

The vast majority of parents were very positive about the school, particularly the school's leadership and links with the community. In addition, many made extremely positive comments about their children's personal development, for example, 'the school encourages independence whilst also making children feel safe and secure'. A few parents had negative opinions, which mostly related to the school's consideration of pupils' views. However, discussions with pupils showed that they felt very much involved in aspects of school development and could see positive results from their suggestions.

The inspection shares the view of pupils that teaching is good. As one commented, 'teachers are cool and make lessons fun'. Many parents also commented on the good quality of teaching and learning and the progress their children were making. The supportive and cooperative approach of teachers is a strength that benefits all. Regardless of experience, all are willing to share ideas with others or seek advice on ways to improve pupils' learning. There are good systems for regularly assessing, recording and tracking pupils' progress and pupils are heavily involved in self- and peer-evaluation. This strengthens their own knowledge and understanding of what they need to do to improve. Pupils appreciate the recently introduced systems to improve marking. These give helpful guidance so that pupils have a good understanding of how well they are achieving their targets and how they can improve their work. The initial indicators show that this is beginning to impact on pupils' progress but is too new to provide secure evidence. Thoughtful planning and good support from the teaching assistants ensure that pupils who have learning difficulties and/or disabilities make similar progress to that of other pupils.

The school's awards in health and skill development reflect the commitment to a broad social education for the pupils. This is seen across the school and is firmly rooted in the outstanding care, guidance and support for pupils. As a result, pupils are exceptionally well behaved, polite, friendly and have extremely positive attitudes to their work and each other. This is reflected in the way that new pupils, many from overseas, integrate well into the family atmosphere of the school. The personal and academic support for these pupils is very good. Excellent provision

has led to outstanding spiritual, moral, social and cultural development. Pupils have a very good understanding of different cultures, for example, from newcomers' contributions, and benefit from a wide range of cultural experiences through music, drama and art. The systems to ensure pupils' health and safety are outstandingly robust and regularly reviewed. Attendance has risen steadily over the last three years and is above average because the school's approach is consistently effective.

The curriculum is good and has a very good range of extension and enrichment activities. These are very popular and well supported by the pupils. Pupils make an excellent contribution to both school and local communities, as several parents pointed out. The wide range of responsibilities pupils take on, such as being 'big, friendly buddies' in the playground, or members of the school council, lead to their outstanding personal development. Good literacy and numeracy skills and the improvements to skills in information and communication technology enable pupils' to gain exceptional understanding of how to ensure their future economic well-being.

The school has made good progress since the last inspection and has a good capacity to continue this improvement. The recent changes to the school's leadership have quickly made an impact. Leadership remains good and the headteacher provides clear direction to the work of the school. Through her good management and organisation, the disruption to children's education during the current building work has been minimised. The leadership team has a clear and generally accurate view of the school's performance and of the improvements needed. The school development plan identifies the most significant areas for improvement but lacks sharp targets and clear criteria by which to evaluate the impact of these and their success. Governors have a good understanding of the school but much of their evidence comes second hand from others. The school recognises that clearer measures of success in the school development plan will enable governors to evaluate aspects of the school's work for themselves as well as their own effectiveness.

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

- Ensure that pupils use and develop their improving skills in writing across all subjects.
- Improve the school's development plan to include measurable targets and timescales, and involve governors more directly in checking on the work of the school.

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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?	1
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	2
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	1
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?	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

<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**

10 January 2008

Dear Pupils

Inspection of Broomgrove Junior School, Wivenhoe CO7 9QB

You might remember that I visited your school a little while ago. Thank you for making me so welcome. All of you that I talked to were very keen to share your ideas and your work. This letter is to tell you what I found out about your school.

Many of you told me what a good school Broomgrove is and I agree with you. All of the adults take good care of you and work hard to make your school an interesting place to come to. Many of you work very hard to help others and improve your school and you carry out your tasks extremely well, such as those helping in assembly. I also liked the work of the school council and the 'big friendly buddies' who help children in the playground. Those who come to Broomgrove from other schools tell me they really appreciate this - so well done. You told me how much you enjoy school, work hard and try your best, and I can see this in the work you do. I also really liked the quality of your landscape paintings and the super slippers some of you made in design and technology. I can see why you say that your teachers make your lessons interesting. You also told me that everyone in school gets on well and I could see this in the way you worked and played together.

To help you do even better, I have asked the teachers to give you more opportunities to use your literacy skills in other lessons to help you to reach higher standards in your writing. In addition, I have asked Mrs Thompson and the governors to have better targets in their plans to make it easier for them to check on how well the school is doing.

I wish you well for the future and hope you enjoy the new building when it is finished.

John Francis

Lead inspector