

# Brockhurst Junior School

## Inspection report

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<b>Unique Reference Number</b>	116161
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	317186
<b>Inspection dates</b>	8–9 October 2007
<b>Reporting inspector</b>	David Marshall

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Sean Blackman
<b>Headteacher</b>	Mrs Anne Parker (Acting Head)
<b>Date of previous school inspection</b>	20 November 2006
<b>School address</b>	Avery Lane Gosport PO12 4SL
<b>Telephone number</b>	02392 583650
<b>Fax number</b>	02392 586813

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Brockhurst is an average size junior school. Pupils come from a variety of backgrounds, some of which are disadvantaged. The majority of pupils have White British heritage, with a small percentage from minority ethnic backgrounds. The proportion of pupils with learning difficulties or disabilities is above average. In the inspection of November 2006, the school was judged to be failing to provide the pupils with an adequate quality of education and was deemed to require special measures. Since March 2007, the school has been led and managed by an acting headteacher. In this time, there have also been several staff changes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brockhurst Junior is now a good school. The inspection findings agree with the school's judgement that they provide an effective, and improving, education for the pupils. As a result, in accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

The change in the school's effectiveness in just a year has been remarkable. Led by an energetic and resourceful acting headteacher, pupils' learning and development of new skills and understanding has been central to all that they have done since she joined the school. Staff now share a clear vision of where they want the school to be. They have created a supportive and inspiring atmosphere that ensures that pupils make good progress and achieve well across the school. In the 2007 national tests, pupils had progressed from a below average start, to above average standards in English and science, and average levels in mathematics. The school had reached or exceeded all of the challenging targets they had set for pupils in all year groups.

Careful monitoring by the headteacher and subject managers has enabled the overall quality of teaching to improve. Teaching and learning are good, and often outstanding. Expectations of pupils' work and behaviour have been raised and agreed. Observations and assessments of what the pupils know and can do are very good. This has helped the teachers new to the school to settle in very quickly and begin to challenge their pupils well. The information gained from assessments is now being used well to provide pupils with individual targets for the next stage in their learning. Occasionally, although the pupils know their targets well, they are written in language that is too complicated for them to understand. Lessons are very well planned, making sure that all pupils enjoy learning. The pace of lessons and class discussions is very good in most classes, but there are minor variations across the school, where teaching is not as brisk as it could be.

Pupils are cared for very well and all of them, including the most vulnerable, are safe and secure. Pupils' personal development and well-being are good. The school identifies their individual needs accurately and those who find learning difficult are given very good support. Behaviour is exceptionally good, and as several said, 'We all get on well together.' Friendly relationships are the norm and the 'Playground Buddies' and the Friendship Bench are just two examples of how pupils take responsibility and show pride in everything they do. As a result, they are well equipped for the future to cope with academic and social challenges. The curriculum is good, covers all subjects well and is enhanced by a good range of additional activities.

The acting headteacher provides first-rate leadership. She is very ably supported by her deputy and all staff. Developments are now being driven forward at a good pace. Strengths and weaknesses are speedily identified because the school has very good systems for monitoring its work. Teamwork is excellent. Parents enjoy a very good relationship with the school and readily agree that the school is now a good place for their children to be. The school has improved considerably from the sound position at the time of the last monitoring visit, and their capacity to continue to improve is good.

### What the school should do to improve further

- Raise pupils' level of achievement, and standards overall, in mathematics to that being achieved in English and science.
- Make sure that all individual targets are written simply and understood by pupils.

- Use the school's current effective systems for sharing best practice to increase the quantity of good and outstanding teaching.

## **Achievement and standards**

### **Grade: 2**

Effective organisation and very careful assessments now allow pupils to make good progress from the moment they enter the school. Very good support for pupils of all abilities consistently raises pupils' levels of achievement. National test results in Year 6 in 2007 exceeded the school's carefully formulated and challenging targets. Achievement is good throughout the school due to the rigorous system in place that tracks the progress each pupil makes and identifies where additional teaching will be most beneficial. More able pupils are challenged well through a good range of additional activities. As a result, they also make good progress. Pupils do especially well in music and physical education because the carefully planned curriculum gives many opportunities for them to develop their sporting and musical talents. Standards are now good in information and communication technology (ICT) as teachers use the ICT facilities more effectively. Pupils with learning difficulties and disabilities make good progress overall. They are very well supported by the experienced support staff and have access to a curriculum that helps them all to achieve well.

## **Personal development and well-being**

### **Grade: 2**

Pupils are proud of their school and are enthusiastic about many aspects of its life. They enjoy lessons and the extra-curricular activities, trips and visits that contribute well to learning and social development. Behaviour is outstanding in lessons and around the school - even during a very wet lunch hour. The response of Year 6 pupils during a visit to the local church shows the strength of their spiritual and cultural development. Attendance is good and improving because most pupils really want to come to school. Pupils' contribution to the local and wider community is good, particularly in their support for a range of charities and local activities. The school council has been responsible for important initiatives taken in establishing Huff and Puff and the Tootie Fruitie tuck shop. These efforts, and the healthy schools initiative, have ensured that pupils have a clear understanding of healthy lifestyles and how to stay safe. Pupils assert that the rare incidents of bullying or poor behaviour are dealt with very well and they feel very safe in school. They say that there is always someone who will listen to them. Standards in literacy and numeracy are good, as are ICT skills and pupils' ability to work in groups and teams. Older pupils take on real responsibilities, can work independently and feel that they will be well prepared for secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The acting headteacher and subject managers monitor teaching and learning thoroughly and inspection findings support their view that both are good. Many lessons show clear strengths in planning, appropriate challenge for the range of pupils in the class and an emphasis on enjoyment of learning. In the several outstanding lessons, the pace was brisk, the tasks challenging and the pupils were involved throughout, with many opportunities to reflect on their work to improve it further. Progress in these lessons is exceptional because of high levels

of concentration and participation and the use of paired work and practical activities to ensure a high quality of learning. In occasional lessons where teaching was satisfactory, the pace slowed for short periods so that some pupils were not always engaged or doing as well as they could. Pupils respond very well to challenge, and provision for those with learning difficulties and disabilities, higher attaining pupils and those with identified gifts and talents is good.

The school has a clear focus on assessment. Marking is a real strength now as it is thorough and there are good opportunities for pupils to assess their own and others' work. Teachers have very high expectations of their pupils and are good at encouraging their independence and research skills. Homework is set regularly and parents are encouraged to support learning wherever possible.

## **Curriculum and other activities**

### **Grade: 2**

Within the breadth and balance of the curriculum there is an emphasis on providing pupils with varied experiences that they thoroughly enjoy. There is a good range of lunchtime and after-school activities that are very popular with pupils. Pupils also very much appreciate the opportunities to extend their learning through the provision of theme days and 'special events'. The Wider Opportunities Project through the local authority is providing weekly stringed instrument afternoons for Year 4 this term, and the enthusiasm seen was remarkable. The addition of Spanish in Years 3 and 4 has also enhanced the curriculum and very effectively raised many pupils' self-confidence. The extremely good displays in all parts of the school provide a rich learning environment, through an effective blend that both raises pupils' understanding of how to improve and gives stimulating examples of what they have already achieved. The school has been very successful in carrying out the request of the recent monitoring letter in providing good opportunities to develop extended writing across a range of subjects. Particularly impressive were pupils' responses to poetry that enabled them to write reflectively about the characteristics of rivers.

## **Care, guidance and support**

### **Grade: 2**

The quality of pastoral support is strong. The school has efficient procedures in place to safeguard pupils. All adults have pupils' interests at heart and everybody works hard to ensure that their diverse needs are speedily identified and met. There are strong links with a range of outside agencies and the school is now working to ensure that its links with parents and carers, already good, are enhanced by providing more specific support and guidance to families that need this. The quality of the academic guidance given to pupils has improved immensely and has become successfully embedded in the work of the school. Pupils are very aware of the importance of their targets in enhancing their progress and refer to them confidently. However, they find the complexity of some of them rather difficult to unravel. The quality of marking, the setting of targets and the provision of advice set up a fruitful dialogue between pupils and teachers.

## Leadership and management

### Grade: 2

Leadership and management are good. The experienced acting headteacher has enabled new staff to settle in quickly. With the effective deputy headteacher, she has re-organised the staff to make teaching and learning more effective. She consistently gives an exemplary lead and relates effectively with pupils, parents and the local community. Teamwork is of the highest quality. Everyone is playing a valuable part in moving the school forward, and teaching assistants, the administrative team and site manager are considerable assets to the school and are very much appreciated by all concerned.

There is a clear understanding of the strengths of the school and areas that need more development. The school's self-evaluation is very effective. A comprehensive improvement plan shows the school's very challenging targets and provides clear guidance for raising standards. Management at all levels is good due to the staff's enthusiasm and the very effective systems that are in place to monitor pupils' progress and the quality of teaching and learning. The governors bring a wide range of skills to their role as critical friends. They hold the school to account, challenge decisions and request explanations. As the new chair of governors observed when reflecting on how the school has improved, 'We used to be good people. We are still good people, but now we are also a good governing body.' The school is well placed to continue its successes and has a good capacity to improve.





## 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	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

17 October 2007

Dear Pupils

Inspection of Brockhurst Junior School, Gosport, PO12 4SL

Thank you for making us so welcome and helping us when we visited your school recently. You were really polite and friendly, and we thought you behaved very well. We enjoyed talking to you and hearing you tell us how much you enjoy school. You also told us that you like your targets, even if they are a bit complicated sometimes. You are pleased that you can work out how well you are doing for yourselves. It was good to see that you all get on together so well.

About a year ago, your school was told that overall it was not doing well enough and required special measures. We think that now your school is a good school. Your headteacher does a great job and you have good teachers. You work hard and are doing so much better in your tests, although we think that you could do still better with your mathematics than you do now. So we have asked your teachers to make sure that you all do as well in mathematics as you do in other subjects.

We have also asked the teachers to check that you are clear about what your targets mean. They are always trying to help you improve and we have asked them to make the school even better by making all your lessons as good as most of them are. You must continue to listen carefully and take note of what they say. Then you will all continue to make really good progress in your learning.

Finally, we would like to thank you once again for all your help, and wish you well in the future.

With kind regards

David Marshall Lead inspector