

Brumby Junior School

Inspection report

Unique Reference Number	117746
Local Authority	North Lincolnshire
Inspection number	326674
Inspection dates	25–26 September 2008
Reporting inspector	Carole Cressey

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 (total)	380
Appropriate authority	The governing body
Chair	Mr Trevor Davey
Headteacher	Mr Bryan Crowther
Date of previous school inspection	1 January 2006
School address	Queensway Scunthorpe DN16 2HY
Telephone number	01724 865644
Fax number	01724 865644

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves an area of social disadvantage and the proportion of pupils entitled to free school meals is above average. Most children are White British: a small proportion are from minority ethnic backgrounds and have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average.

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. The headteacher manages the school well and has provided a clear direction leading to good improvement since the last inspection. Supported by a highly skilled and professional deputy headteacher, strong senior management team and a well informed governing body the headteacher has successfully ensured that pupils receive consistently good teaching, a stimulating and responsive curriculum and high levels of care and support. This results in a very calm, ordered and well organised learning environment where there is a strong work ethic. This is evident in the way pupils happily and promptly arrive at school and, without a moment to lose, can be seen busily involved in their classrooms in any number of purposeful tasks. Because the teaching is always good this industriousness continues throughout the school day and beyond as the pupils enjoy a timetable packed with a wide variety of interesting well planned tasks to suit their abilities and interests. As a result, standards are rising year-on-year and overall pupils are achieving well.

Pupils enter Year 3 with standards which are below average. Because the school's drive for better achievement and higher standards has been successful, progress accelerates as pupils move through the school. By the time pupils reach Year 6 the majority of pupils are close to reaching the expected standards in reading, mathematics and science. However, the number of pupils reaching the higher levels is below average. The school doesn't identify higher attaining pupils early enough and doesn't provide enough opportunities for them to work independently. Despite a range of strategies to improve standards in writing they remain below average and too few pupils reach the expected levels. The school does not use the very good assessment systems effectively to provide pupils with clear guidance on how they can improve their writing, move onto the next steps in their learning and reach the targets their teachers have set for them.

A good balance between physical, creative, personal development and academic work ensures pupils have a rounded education and are well equipped with the necessary skills to be successful adults. One example is the 'making the news' project which enables them to share their multi-media presentations with others using the Internet. Excellent behaviour is the norm in this well ordered friendly school community. This was evident in the way pupils conduct themselves in class, their politeness to visitors and the exemplary way they conducted themselves during a fire drill. Pupils show a good understanding of how to be healthy, keep themselves safe and become responsible members of their own and the global communities. The learning of not only French but also Mandarin equips pupils very well for life in a rapidly changing world. Pupils greatly benefit from the school's high level of care and support and say they especially enjoy having 'buddies' to talk to and sessions which allow them time to consider their experiences, feelings and worries.

The headteacher, staff and governors are determined to continue to ensure that the school equips pupils well for the challenges of the future. Together they accurately judge the school's strengths and weaknesses and know what needs to be done to ensure continued improvement. The success of these actions also shows that the school has good potential to make further improvements. It offers very good value for money.

What the school should do to improve further

- Use assessment systems more rigorously to identify accurately what pupils need to do to improve their work in writing to enable them to make better progress.

- Use assessment systems to identify which pupils need more challenge to move on to the higher levels and provide more opportunities for these pupils to work independently.

Achievement and standards

Grade: 2

Pupils achieve well and standards are average. Since the last inspection standards have shown a year-on-year improvement in mathematics and science. From below average standards pupils make good progress in reading, mathematics and science. Pupils in the current Year 6 have made good progress in their learning in and almost 70% are close to reaching the expected levels in reading, mathematics and science. However, more pupils could reach the higher levels. The number of pupils reaching the expected level in writing is improving but standards are still not as high as they could be.

Provisional results for the 2008 national tests show that the school further improved on its 2007 test results and met its challenging targets. The majority of pupils reached the expected level in reading, mathematics and science. Standards in writing however, were still not as strong as in other subjects, although the number of pupils reaching the expected level improved on the 2007 results. Pupils with learning difficulties and/or disabilities make very good progress towards their individual targets. Pupils who are learning English as an additional language make very good progress and after only a short time in school often achieve the expected level for their ages in mathematics and science.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development is good. Pupils obviously enjoy school and this is evident by the good attendance and the excellent behaviour and attitudes in lessons. Pupils describe lessons as 'fun and really interesting'. Relationships are very good, and pupils know where to go if they were to be bullied by other pupils and by adults. Pupils are learning the importance of keeping themselves safe, having a healthy diet and they value the very regular sporting activities they have in school. There is a growing awareness of what it means to be responsible citizens of their school, local and world community. The school council has made suggestions for improvements such as the buying of equipment for the playground, however, they say they would like to meet more often and would like to be trusted with managing their own budget. Pupils relish the very strong links with China and say 'getting to know another country helps you to learn to respect different beliefs and ways of life.'

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers make the purpose of learning clear so pupils know what is expected of them. Work is planned at different levels of difficulty to meet pupils' needs however more able pupils could be stretched further by having more opportunities for independent work and personal study. Teaching assistants support the learning process well and have a good range of expertise, for example, in promoting speech and language skills and helping pupils overcome reading difficulties. In mathematics and science lessons, teachers use information from assessments to plan work that builds accurately on previous learning. This is

not always the case in writing, however. As a result, some basic mistakes in punctuation and spelling are not addressed rigorously enough and this slows pupils' progress. Those who have learning difficulties and/or disabilities or who are learning English as an additional language are very well supported. Marking is usually helpful in telling pupils how well they have done in lessons and providing advice for further improvement.

Curriculum and other activities

Grade: 2

The curriculum is good and prepares pupils well for the next stage of their education. A good programme of social and health education provides the pupils with the necessary tools to develop personal safety, care and healthy living. The school has a range of special programmes to help pupils who are not meeting the expected targets and this is an important factor in maintaining good progress. The accelerated learning programme, for example, provides a boost for reading and writing. The school has recently introduced setting for the teaching of literacy as a way of ensuring pupils are taught in groups which closely match their learning needs especially in writing. A wide range of additional experiences is provided through visits, theme days and expert visitors which broaden pupils' horizons. An international element is included through on-going links with a school in China. After-school clubs, such as those for games or computer work, are well attended and pupils enjoy competitive sport.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. Clear safety procedures have been established for use of the school car park. Despite the school's best efforts to make parents and carers aware of the dangers of driving into the car park to drop their children off, some still ignore the warnings. This presents a daily hazard for those children using the car park as a pedestrian entry into school. The learning mentor is instrumental in providing good pastoral support and guidance for pupils, especially those who are most vulnerable. This helps them to grow in their self-esteem and confidence. Good links with the infant school ensure that pupils settle quickly. A close partnership with the adjacent secondary school prepares pupils very well for their future education. Individual targets for pupils are useful and shared with parents. However, in writing, these have not been as rigorously applied as in other subjects, and as a result pupils do not always make the progress they should.

Leadership and management

Grade: 2

The leadership is good. Working together the effective senior management team, including year leaders, has focused effectively on the priorities for improvement since the last inspection. As a result, standards have improved and in reading, mathematics and science are now average. The school's efforts to improve standards in writing have not been as successful. However, staff are not daunted and new strategies are now being implemented which are being closely monitored to bring standards in writing up to those of other subjects. The school's systems to track pupils' progress, put in place since the last inspection, are very effective in spotting underachievement. However, they are not yet used as well as they could be to identify when more able pupils need additional challenge to move on to the next level. Neither are they used

frequently enough to track progress in writing and so ensuring teachers are moving pupils on to the next steps in their learning. The governors are effective and have a clear understanding of strengths and weaknesses of the school.

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 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Brumby Junior School, North Lincolnshire, DN16 2HY

Thank you so much for being so friendly and welcoming when we inspected your school a short while ago. We really enjoyed talking to you, especially the school council.

We were especially pleased to see how well behaved you are and how much you enjoy school and your learning.

Your school is making sure that you are all being well prepared to be good citizens. We were very pleased to hear how much you know about other cultures, religions and traditions there are in our country and around the world. Your links with China are very exciting and we thought you were very clever indeed to be learning Mandarin Chinese. You all know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to stay healthy and fit.

We could see by the work in your books and displays around the school that you are all working hard in your lessons and reaching the standards expected of you especially in reading, maths and science. Those of you who learn at a faster rate need some extra challenges so you can reach the higher levels. To help you do just that we have asked that you have some time for some working at tasks or projects on your own or with a friend.

Although you are all trying hard at writing, you are not as good as you are at other subjects. In order to help you improve in writing you need to know what to do to improve your work further. So try hard to understand what your teachers are telling you about how to improve your writing and then work even harder.

You go to a good school where there are some interesting things happening and where your headteacher and teachers make lessons fun and help you learn such a lot. We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey (Lead inspector), Kevin Boyle and Lynne Read