

Brookland Junior School

Inspection report

Unique Reference Number	101262
Local Authority	Barnet
Inspection number	335688
Inspection dates	24–25 June 2010
Reporting inspector	JOHN HORWOOD

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair	Sara Gibbins
Headteacher	Heather Blackmore
Date of previous school inspection	12 June 2007
School address	Hill Top London NW11 6EJ
Telephone number	020 83466937
Fax number	020 83431935
Email address	office@brooklandjnr.barnetmail.net

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and 14 teachers. Meetings were held with parents, groups of pupils, staff and governors. Inspectors observed the school's work and looked at documents including pupils' work, progress records, governors' records and various policies. The replies to 146 parents'/carers' questionnaires were analysed and written comments examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the systems in place to support pupils transferring to secondary education as they move to a wide variety of establishments
- the systems in place to listen to stakeholders about concerns and how the school responds and provides feedback on the outcomes.

Information about the school

This larger than average size junior school serves a multi-ethnic community. The largest groups of pupils are from White British, White □ any other background and mixed backgrounds. The percentage of pupils who speak English as an additional language is much higher than in most schools, although very few of these are at the early stage of speaking English. The percentage of pupils known to be eligible for free school meals is low. The school has an average proportion of pupils who have special educational needs and/or disabilities, covering a wide range of needs. The school has been awarded Healthy School status and the Investors in People award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Brookland Junior provides pupils with an outstanding education. By the end of Year 6, attainment is exceptionally and consistently high in all key subjects. The quality of teaching is outstanding and pupils make outstanding progress. Pupils say they enjoy their work as a result of extremely good relationships with teachers and each other. Pastoral care is outstanding in the school and the school works very well with external agencies to support pupils. The vast majority of pupils say they feel safe. The overall outcomes for pupils are outstanding, including their behaviour. Pupils' attendance is average, with a significant contribution to absence being due to many of the pupils having time off school for religious observance and events associated with their faith. There is no visible impact of absence on pupils' attainment levels and so pupils' preparation for their economic well-being is judged to be outstanding. However, pupils' absence does mean that they miss out of some of the wider learning opportunities available to them within school.

Teachers plan their lessons very well to make them enjoyable. Assessment is consistently well used to match the work to pupils' abilities so that it is sufficiently challenging and ensures all of them make the same outstanding progress. The outstanding curriculum supports all aspects of pupils' learning. Pupils with special educational needs and/or disabilities get good additional support as needed. The outstanding care provided is demonstrated by the comprehensive systems in place to support all pupils in their transfer to the secondary school. Pupils are given good information about the schools and are able to visit the school before they transfer.

The leadership and management of the school are outstanding. The issue from the last inspection about developing the use of information and communication technology (ICT) has been addressed well. Leaders' self-evaluation is extremely accurate and identifies the strengths and areas for development in the school. Leaders monitor progress very well to ensure that additional support is provided where it is needed. The headteacher provides outstanding leadership and her vision and determination to drive the school forward are recognised and supported by all. There has been a considerable focus on staff development to create opportunities for distributed leadership and this has been recognised by the school being awarded the Investors in People award three times.

Communications with stakeholders are very good, as was demonstrated by a recent concern identified by parents which resulted in an upgrade of access controls to the site. Funding for the project was provided by parental groups from the infant and the junior schools. Progress was reported in newsletters and the final result is clearly visible to everyone as they enter the site. The school is a very harmonious environment where strong links have been developed with the local community. Effective links are not in

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place with schools in other parts of England to give pupils the opportunities to share the experiences of pupils from different backgrounds. The systems to safeguard pupils are outstanding, with the recently upgrading of security arrangements reflecting the importance given to the care of pupils. These outcomes, supported by a very effective governing body, demonstrate that the school has an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Develop links with other schools in the United Kingdom to enable pupils to compare their experiences with those from different backgrounds.
- Work with parents to ensure pupils are able to benefit from all the learning opportunities by attending as much as possible.

Outcomes for individuals and groups of pupils**1**

All pupils, including those from ethnic minority groups and those with special educational needs and/or disabilities, make outstanding progress. Pupils say this is because teachers explain things very well. Pupils say they enjoy their learning and this was abundantly evident in a Year 6 science lesson where the teacher referred to a mixture of unknown ingredients as 'alien soup'. Pupils were then actively involved in making decisions in order to carry out independent investigations. Pupils like coming to school because staff are helpful and activities are fun, not only English, mathematics, science and ICT but also in other subjects. This was demonstrated in a Year 3 music lesson where a 'joyful' time was had by all pupils. They were given many opportunities to participate in a lesson where the teacher had high expectations. Their behaviour is outstanding both in and out of lessons, ensuring that all pupils can learn and enjoy school. They say any bullying is dealt with effectively by staff and minor issues are sorted out by the Year 5/6 peer mediators who are trained to 'keep the peace'. Pupils with special educational needs and/or disabilities enjoy learning because they are well supported in lessons by very effective support staff and set appropriate work.

Pupils are well prepared for their future well-being because of their very high attainment in all key subjects and many foundation subjects. There is a good focus on encouraging healthy lifestyles, which has led to the school being awarded Healthy School status. Pupils eat healthy food and participate well in sport. They make a very good contribution to the school community through the school council and taking on roles such as 'prefects' and 'peer mediators'. They interact well with the local community through sport and music activities and curriculum visits. Pupils' overall spiritual, moral, social and cultural development is outstanding. The rich range of cultural diversity in the school helps pupils know about different faiths and cultures. This is enhanced by the curriculum and through visits within the local community, for example to many local places of worship.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils benefit from outstanding teaching supported by an outstanding curriculum. The key feature of teaching is the consistent, effective use of assessment systems which ensures work is set to match the needs of all pupils. One pupil commented that 'work is challenging, you never feel that you have got there and work always stretches you to the next level'. Pupils described teachers as always being enthusiastic and one said, 'They are always looking to help you improve, never moving you backwards or down but always supporting you to improve.' An example of outstanding teaching was in a Year 6 literacy lesson where there was a very good pace and lesson structure, with very clear learning objectives. Regular questioning by the teacher ensured that all pupils were focused on the task throughout. Effective use of ICT and a good contribution by the support staff were also strong features. Appropriate work is set for all pupils and there is good support for the few who have limited knowledge of the English language as well as those with special educational need and/or disabilities. In addition to the outstanding use of assessment data by the teachers, very good verbal advice is given to support the regular marking of pupils' work.

The curriculum caters extremely well for all pupils. The broad curriculum is based on comprehensive subject self-evaluations which contribute to the whole-school evaluation. Provision for the most able is in place to ensure that they have challenging work in class as well as additional opportunities through partnerships, for example with a local

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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secondary school, whose students support the teaching of French. The curriculum has also been adapted following a survey on learning styles. There is a strong creative element within the curriculum, with many opportunities for pupils to take part in filming, drama and the use of ICT. Theme days are well used to enhance the curriculum, with a particular focus on cultural development. There is a strong contribution to sport and the arts. A good range of extra-curricular clubs and visits add to pupils' enjoyment. Pupils spoke with excitement about these, particularly about the residential visit to Whitby.

Very good procedures are in place to encourage high standards of behaviour and more regular attendance. Transition arrangements with the secondary schools are effective. A significant feature of the school is that pupils transfer to a wide range of secondary schools but pupils say they get good advice. The pastoral care in the school is outstanding, with all staff strongly committed to the concepts of equal opportunities and that Every Child Matters. All requirements of health and safety are met. First aid provision is very good and a comprehensive system of recording and reporting all accidents is in place. The provision for pupils with special educational needs/disabilities, including those who are vulnerable, is excellent.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The partnership between the senior leadership team, other levels of management and the governing body is outstanding. Their vision and ambition are embedded throughout the school and also reflected in the impact they have had on improving teaching and learning throughout the school.

The school's outstanding work in creating an inclusive community, which promotes equal opportunities and avoids discrimination by providing support to those who need help, ensures there is no underachievement by any group of pupils.

Governors have a wide range of skills and provide very effective support and challenge. They understand what needs to be done in the school and have a determined and enthusiastic approach to carrying out their role.

The effectiveness with which the school promotes community cohesion is good. Leaders know the community very well and much has been done to successfully promote good relationships with parents, most of whom are happy with what the school provides. The school community is extremely harmonious, with outstanding relationships clearly apparent. Links with the local community, including the more difficult parts to involve,

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are extremely good. There are very good links in place with parents to keep them fully informed about the school but this is not recognised by all parents. There has been good progress on developing links with more distant communities but not yet with schools beyond the local community within the United Kingdom. Safeguarding procedures are all in place to meet requirements, including vetting of staff. There is a very good approach to carrying out risk assessments for school trips and activities within the school. There are very good partnerships with support agencies and excellent child protection procedures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Almost half of the parents and carers expressed their views and most are satisfied with the school. The general feeling from written comments is that the school is an excellent and vibrant school with a very good headteacher. A small minority have concerns about how the school deals with poor behaviour, how the school helps them support their children's learning and that they do not listen to parents' suggestions. These, and other individual concerns, were considered as part of the inspection process but were not substantiated by evidence available during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookland Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 146 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	60	55	38	3	2	0	0
The school keeps my child safe	89	61	55	38	2	1	0	0
The school informs me about my child's progress	44	30	90	62	12	8	0	0
My child is making enough progress at this school	47	32	84	58	13	9	0	0
The teaching is good at this school	68	47	75	51	2	1	0	0
The school helps me to support my child's learning	48	33	76	52	15	10	1	1
The school helps my child to have a healthy lifestyle	52	36	79	54	12	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	40	74	51	6	4	0	0
The school meets my child's particular needs	38	26	96	66	7	5	0	0
The school deals effectively with unacceptable behaviour	57	39	69	47	17	12	0	0
The school takes account of my suggestions and concerns	37	25	86	59	16	11	0	0
The school is led and managed effectively	67	46	69	47	7	5	0	0
Overall, I am happy with my child's experience at this school	79	54	59	40	7	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of Brookland Junior School, Barnet NW11 6EJ

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you learning and playing together. Your school is giving you an outstanding education.

There are many things we admire about your school and these are a few of them:

- teachers use assessment systems extremely well to set you appropriate work so that you attain very high standards in your work in all subjects
- you achieve really well because of outstanding teaching which ensures you can enjoy your learning
- your behaviour and relationships are outstanding and ensure the school is a very harmonious place in which to learn
- adults look after you extremely well
- you have an excellent understanding of how to keep fit and healthy
- school leaders work exceptionally well with other specialists to support your learning and care.

There are things we have asked the school to do to make it even better:

- work with your parents and carers to help you attend school as much as possible so that you don't miss out on any learning opportunities
- develop links with other schools within other parts of the United Kingdom to help you improve your understanding of pupils with different backgrounds.

You can help by carrying on working hard and encouraging your parents and carers to help you attend regularly

Yours sincerely

John Horwood

Lead Inspector

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