

# Brook House Junior School

School Road, Beighton, Sheffield, South Yorkshire, S20 1EG

**Inspection dates** 14–15 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since the school was previously inspected, the headteacher, senior leaders and governors have had a relentless focus on teaching and learning. As a result, this is a rapidly improving school.
- Pupils make good progress and are now reaching standards that are above national averages in reading, writing and mathematics.
- Writing is a noticeable strength and pupils are working at high standards in this subject.
- Teaching is consistently good with some that is outstanding. Teachers plan interesting lessons and appropriate activities which engage pupils and help them to learn.
- Pupils enjoy school, feel safe and behave well. They are polite and well-mannered, and they get on well with each other and with adults.
- The curriculum is well designed and interesting. It promotes positive attitudes to learning, and supports pupils' spiritual, moral, social and cultural development well.
- Pupils particularly enjoy sport and games and take full advantage of the range of additional sporting activities that are available to them.
- Governors know the school well and have been a driving force for the improvements that are taking place in the school.

### It is not yet an outstanding school because

- In mathematics, pupils are not always given opportunities to develop a deeper understanding of the skills they have learned.
- The teaching of mathematics is not as well developed as in reading and writing.
- Pupils' understanding of different faiths and cultures in the wider community are not as developed as their global perspective.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching in mathematics further, and thereby raise achievement, by:
  - providing more opportunities for pupils to deepen and master their knowledge and understanding of the skills and concepts they have learned
  - making sure that teachers always move pupils on to more challenging work when they are ready.
  
- Provide more opportunities to develop a greater understanding of other faiths and cultures in the wider community.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, ably supported by senior leaders and the governing body, has worked with determination and drive to improve the school. Expectations are much higher and the school is much improved.
- Leaders have had a sharp focus on improving teaching in order to improve outcomes of all pupils at the school. As a result, the quality of teaching and the standards that pupils achieve have significantly improved since the school was previously inspected.
- Frequent and well-developed strategies to check the quality of teaching and learning enable leaders to identify what is working well while recognising what needs to be improved. For example, to raise attainment in English grammar, punctuation and spelling, staff undertook substantial professional development and as a result standards are now significantly above national averages.
- Robust and rigorous arrangements for managing teachers' performance are well established. Teachers have useful and challenging targets and are clear about how they will be held to account for pupils' progress. Newly qualified teachers are well-supported both within the school and within a local family of schools. They receive appropriate professional development opportunities and are effectively mentored.
- Subject leaders lead their areas of responsibility with passion and enthusiasm. Leaders for English and mathematics know their subjects well and work tirelessly to drive further improvements.
- The subject leader for physical education (PE) is passionate about developing sport in the school and provides a range of activities that pupils take full advantage of, such as the lunchtime 'marathon club', which is very well attended. He ensures the PE and sport premium funding is used effectively which has resulted in more pupils participating in sport, including competitive sport, during school time and after school.
- The curriculum is broad and balanced and meets National Curriculum requirements. It is appropriately focused on helping pupils develop basic skills, such as reading and writing, while providing a rich range of experiences. For example, a literacy topic on Shakespeare's Macbeth provided pupils with a culturally enriching experience while developing their speaking and listening, reading and writing skills.
- Disadvantaged pupils make rapid progress and reach high standards because pupil premium funding has been spent effectively. Well-planned intervention and additional support has resulted in an attainment gap that is closing rapidly.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school's core values underpin everything the school does and promote respect, tolerance and equality. Through the different curriculum topics, links with a school in Malawi, and extra-curricular activities, such as fundraising for disaster areas, pupils have good opportunities to study and appreciate cultures and faiths from a global perspective. However, their cultural understanding of the more immediate and wider community is not fully developed.
- Leaders successively promote British values through the curriculum and the school's six core values. Topics and assemblies address areas such as democracy, rule of law and racial equality.
- The local authority has supported the school well since the school's last inspection. Their support has been a contributory factor in the significant improvement the school has made.
- **The governance of the school**
  - Since the previous inspection governance has been reviewed, strengthened, and is increasingly effective. Governors visit the school regularly to complete learning walks, spend time in classrooms and talk to staff and pupils. This gives them the knowledge, along with a secure understanding of the school's performance, to challenge leaders and hold them to account.
  - Governors have good knowledge of performance management procedures and ensure good teaching is rewarded and underperformance tackled.
  - Governors know how the primary sports funding and the pupil premium funding is used and ensure it is targeted effectively. They have a good understanding of the impact this funding has had.
- The arrangements for safeguarding are effective. The school has rigorous systems in place that keep pupils free from harm.

## Quality of teaching, learning and assessment is good

- Teaching is consistently good with some that is outstanding. Lessons are well-planned, provide appropriate challenge and have good pace, especially lessons involving reading and writing.
- Leaders' records show how the quality of teaching, learning and assessment is closely monitored to identify areas for improvement. Teachers are effectively supported to improve their practice through well-planned professional development. Consequently, attainment has risen and current pupils are making good progress as a result of rapidly improving teaching and assessment.
- The writing skills of pupils are highly developed because the subject is taught very effectively. Pupils are encouraged to use interesting and adventurous vocabulary and a range of grammatical skills, which they do to a high standard.
- Guided reading sessions each day are well-planned and provide good challenge. Pupils complete a range of comprehension activities and receive targeted support from teachers. As a result, attainment for reading is significantly above national averages and has improved since the last inspection when it was below.
- Mathematics is taught well and pupils are mostly challenged to achieve higher standards. However, challenge is mainly through harder calculations rather than the mastering of skills they have learned and a deepening of their understanding of mathematical concepts. Just occasionally pupils are not moved on to more demanding work when they are ready.
- Teaching assistants are deployed well, and provide effective support both within the classroom and through more targeted intervention. Disabled pupils and those with special educational needs receive good support and activities are closely matched to their needs.
- Teachers mark pupils' work thoroughly and their marking is effective in giving pupils clear guidance on how they can move their learning forward.
- Homework consolidates and extends the learning in class. Parents are supportive of homework, especially reading.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils, who inspectors spoke to during the inspection, feel safe in the school and that teachers deal with any concerns that pupils may have. This is supported by a pupil questionnaire completed by a majority of pupils at the school.
- Pupils understand how to keep themselves safe in a range of situations, including when they use a computer.
- Pupils know about different kinds of bullying, including cyber bullying. They are confident that if any bullying does arise, they trust staff to sort it out. Pupils are very happy at school.
- The school's core values are at the heart of all relationships and are constantly referred to by staff and pupils. The 'sparkle and shine' assembly each week celebrates individual achievement and positive attitudes.
- All pupils have the opportunity to participate in active sport and are developing their understanding of how to live healthily.

### Behaviour

- The behaviour of pupils is good.
- Behaviour in lessons and attitudes to learning are typically good. In lessons, pupils are engaged in what they are learning and show an interest in the well-planned activities.
- Outside the classrooms, pupils' behaviour is good. Around the school, in the dining hall and on the playground pupils are well-behaved.
- Behaviour logs indicate that there is a low incidence of poor behaviour. When it does occur it is dealt with swiftly.
- Attendance overall is currently above national averages and the attendance for all groups of pupils shows an improving trend.

## Outcomes for pupils

## are good

- When pupils start at the school in Year 3 the majority have already achieved a good standard in reading, writing and mathematics. As they move through the school, pupils make good progress and reach standards that are above national averages by the end of Year 6. Pupils are therefore well prepared for their next stage of education.
- The school has had a relentless focus on improving standards in writing. As a result, there has been an improving trend in the standards which are now significantly above national averages. A scrutiny of pupils' work during the inspection shows that these standards are being maintained for pupils currently in the school.
- Pupils' use of appropriate grammar and punctuation in their writing is particularly impressive. They apply the skills they have learned effectively and consistently in all their writing. This has resulted in significantly high standards.
- Although standards in mathematics are not as high as in reading and writing, they are nevertheless above national averages. A scrutiny of pupils' work currently in school shows that a significant number of pupils are making good progress and are on track to meet the expected standard for their age.
- Published results for 2015 show standards that are above national averages and there has been a noticeable improvement since the last inspection. This is because the school ensures that pupils who need to catch up have the right skills in place, especially in reading and writing, where progress is the most rapid.
- Disadvantaged pupils make good progress and reach standards that are similar to all pupils nationally. The school has worked hard in narrowing the gap in attainment between disadvantaged pupils and other pupils, and as a result the gap has been effectively addressed.
- Disabled pupils and those with special educational needs make good progress because their needs are identified early and they are given appropriate support. Their progress is carefully tracked to ensure their needs are being met effectively.
- The most-able pupils make better progress than at the time of the previous inspection. As a result, more pupils are exceeding levels for their ages in reading, writing and mathematics.

## School details

<b>Unique reference number</b>	107037
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10002044

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

<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 of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Martin Walsh
<b>Headteacher</b>	Mr Mark Hinchliff
<b>Telephone number</b>	0114 248 7754
<b>Website</b>	<a href="http://www.brookhousejunior.uk">www.brookhousejunior.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@brookhouse.sheffield.sch.uk">enquiries@brookhouse.sheffield.sch.uk</a>
<b>Date of previous inspection</b>	20–21 November 2013

## Information about this school

- The school is larger than the average-sized junior school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. Pupil premium funding is for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. Several observations were undertaken jointly with the headteacher and the deputy headteacher.
- Pupils' work from all classes was scrutinised.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, the governing body, and a representative of the local authority.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks and in the dining hall.
- Inspectors met with parents at the start of the school day.
- Inspectors analysed the 39 responses that had been submitted to the online questionnaire for parents (Parent View).
- Inspectors also took account of the questionnaire for parents and carers administered by the school.
- Inspectors scrutinised a number of documents, including the school's view of its own performance; school improvement plans; governing body minutes; and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the online questionnaire completed by members of the school staff.

## Inspection team

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