



Brook House Junior School

Inspection Report

Unique Reference Number 107037
LEA Sheffield
Inspection number 277688
Inspection dates 27 September 2005 to 28 September 2005
Reporting inspector Ms Joan McKenna CfBT Lead Inspector

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

Type of school	Primary	School address	School Road
School category	Community		Beighton
Age range of pupils	7 to 11		Sheffield, South Yorkshire S20 1EG
Gender of pupils	Mixed	Telephone number	0114 2487754
Number on roll	365	Fax number	0114 2511948
Appropriate authority	The governing body	Chair of governors	Mr Healings
Date of previous inspection	7 February 2000	Headteacher	Mr S Alexander

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Brook House is a large junior school. The local area is less disadvantaged than the average nationally, and fewer children than found in most schools are entitled to free school meals. The large majority of children are of white British heritage, with just a very small number from minority ethnic groups, all of who speak English fluently. The proportion of children with learning difficulties and/or disabilities is lower than in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It is most successful in ensuring children's personal development and well-being. A strong commitment to providing high quality care and support for all groups of pupils and effective arrangements for these result in children feeling safe, secure and well looked after. Close partnerships with other schools and outside agencies enhance this aspect of the school's provision well. Relationships are good and children respect the feelings and needs of others. They behave well. They are given good opportunities to affect the quality of school life and they make a particularly effective contribution to promoting environmental issues. Children participate enthusiastically in the wide range of extra-curricular activities, especially in the arts and sport. They enjoy school. Their academic achievement is satisfactory. They enter the school and leave the school with above average standards, although results vary across subjects from year to year. Teaching is satisfactory. Some is better, but the quality is not sufficiently consistent. Teachers assess children's progress but do not make enough use of the information to target work to their needs. Leadership and management are satisfactory, stronger in the pastoral areas than the academic. Procedures for checking effectiveness are not adequate and so the school's view of itself is not always accurate. Progress since the last inspection has been satisfactory, positive in some aspects but with some issues still to be tackled. There is the capacity for improvement within the school, but the role of managers at all levels needs to be broadened to ensure this is brought about. Value for money is satisfactory.

What the school should do to improve further

- Raise standards in English, mathematics and science by promoting greater consistency in teaching and achievement.
- Ensure that information from assessing pupils' progress is analysed effectively and used to identify specific actions to help their learning.
- Monitor and evaluate the effectiveness of the school more thoroughly and ensure that the information gained is used to promote consistent and effective practice.
- Enable managers at all levels to operate effectively by clarifying and broadening their roles.

Achievement and standards

Grade: 3

Children enter the school with above average standards. They also reach above average standards in national tests in English, mathematics and science at the end of Year 6. Results vary across subjects from year to year. They have been lower in mathematics than in the other two subjects although they improved in 2005 due to a focus on developing children's problem solving skills. On the other hand, results in English declined in 2005 from being high in 2004. Results at the higher levels in the tests also fluctuate. Although results are always above the national average, there is no clear and consistent trend of improvement in all of the core subjects.

Children's achievement is satisfactory. Although steady progress is made from Years 3 to 6 overall, it is not consistent across classes as well as subjects. Some targets set for groups of children are met, but not all. There is no significant variation in the achievement of different groups of children, although higher attainers do not always make good progress because the work they are set in some lessons is too easy for them.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good. Children are attentive in lessons and try their best for teachers. They really like being part of this school, as seen in their very good levels of attendance. This prepares them well for their future world of work. Children behave well; older ones act as good role models for the younger ones as they play outside or move around the school. They respond well to the high expectations of adults. There is a happy, yet purposeful, atmosphere in the school, built on first class relationships. At playtimes, children are involved in a range of activities such as selling healthy snacks - a very successful school initiative that helps children to understand the principles of healthy eating.

There are many opportunities for children to affect the quality of school life. They make significant contributions through both the school and eco councils to the quality and development of their surroundings both in and out of school. They evaluate the impact of their work. Through this they are gaining key skills for the future. Children have a well-developed sense of respect for the feelings and needs of others. They have a keen understanding of their local heritage but, as yet, do not learn enough about what it means to live in a modern, multicultural society.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and children make sound progress. Inspectors also saw lessons with better features. In the best lessons, teachers make it very clear to children what is expected of them, match work closely to children's abilities and use teaching methods that interest them. However, in some lessons, more able children are asked to do work that is too easy. Children enjoy lessons and work hard. They are keen to learn. Time is used well in many lessons which keeps children engaged and interested, but occasionally the way lessons are organised means that children learn at too slow a pace. Lesson planning is generally satisfactory, but the quality of it is not sufficiently consistent and this contributes to a variation in the quality of teaching. The teaching of children with learning difficulties is satisfactory, with some good support given by learning support assistants.

Teachers know children well. They collect a wide range of data about how well children perform in English and mathematics, but they do not make enough use of that data

to prepare better-targeted work for different groups of children. The school knows this is an area for development and is actively working to improve its use of data. The school's own view of the quality of its teaching and learning is not as accurate as it should be; this is because procedures for monitoring and evaluating its work are not sufficiently robust.

Curriculum and other activities

Grade: 2

The school's curriculum is broad and rich and meets national curriculum requirements. English, mathematics and science are thoroughly covered. Information and communication technology is well resourced and used. The school is rightly proud of its work in the arts - music, drama and dance - a highlight of which was the school's production of 'Joseph and His Technicolour Dream Coat' at the Crucible Theatre. The school offers a wide range of enrichment activities, including residential visits to Whitby and to France. Its environmental education has recently been recognised by the Eco Schools Silver Award and children are given many opportunities to learn about ecological issues. Extra-curricular activities and the opportunities children have to enter local competitions, in sport as well as the arts, are extensive and well attended. Children are given very positive opportunities to contribute to the local community and to develop skills that will help them in their future study and work. Provision to help children develop a sensible attitude towards their own health and safety is good. The curriculum meets pupils' needs well.

Care, guidance and support

Grade: 2

This is a strong aspect of provision, with some outstanding elements. Children's well-being is at the heart of the school's work. Guidance for children in need extends significantly beyond the physical, as adults take time to support children's emotional health. There is exemplary support for vulnerable children. Staff call on the skills of outside agencies to support children with learning difficulties when appropriate and this helps them to make similar progress to their peers. Arrangements for child protection and health and safety are secure. There are effective links with other schools, which help children as they move from one to another. Children also care for others, as, for example, when older children act as 'Buddies', to help younger ones settle in. Children feel safe and know there are adults they can turn to for help. Parents are very happy with the levels of care the school provides. Guidance and support to help children improve their work are given, but weaknesses in assessing and checking their progress limits its effectiveness.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. They are most successful in ensuring good personal development for children where the strong commitment from

the headteacher and all other adults results in the many positive outcomes for children. Effective relationships and links with parents and external agencies contribute well to this. However, leadership of the academic aspects of the school is only satisfactory. There is a desire to raise standards and some action is taken to bring this about, such as the recent focus on improving problem solving in mathematics, but strategies to promote improvement are not comprehensive or rigorous enough. In particular, monitoring and evaluation procedures are inadequate, and as a result, the school's view of pupils' progress and the quality of teaching is overgenerous. Improvement plans do not indicate how identified priorities are to be tackled or how success will be measured. The deputy headteacher has worked effectively to improve management processes within the school. Curriculum coordinators are keen but not yet fully effective, due to a limited definition of their role. There is the capacity for improvement within the school and managers at all levels need to be enabled to carry out appropriate responsibilities. Governors are supportive of the school and have good general knowledge of it, but need a more informed and detailed understanding of the school's strengths and weaknesses in order to promote maximum improvement and to evaluate the effectiveness of provision.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn very much.

What we liked most about your school

- Your teachers and other adults care for you very well and make sure that you are safe.
- You get on well together and look after each other. We like the way Year 6 children help Year 3 children settle into the school by being their 'Buddies'.
- You behave well and work hard.
- You enjoy your work and try hard to do what your teachers ask. This helps you learn.
- The school puts on a lot of extra activities to help you have fun, like the clubs and trips out of school. We know you enjoy these very much.
- You help to make life in school and in your community better, for example, by the way you help the environment.

What we have asked the school to do now:

- Make sure that all of your lessons in English, mathematics and science are of the same good standard.
- Give you more information about how well you are doing and how to improve your work.
- Make sure that the staff and governors have a clearer idea of where the school is not doing so well so that it improves as quickly as it can.

We hope that you continue to be happy at school.