



# Brewood CofE (C) Middle School

Inspection Report

**Unique Reference Number** 124452  
**LEA** Staffordshire  
**Inspection number** 281728  
**Inspection dates** 24 May 2006 to 25 May 2006  
**Reporting inspector** Gwendoline Coates HMI

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

<b>Type of school</b>	Middle deemed secondary	<b>School address</b>	School Road
<b>School category</b>	Community		Brewood
<b>Age range of pupils</b>	9 to 13		Stafford, Staffordshire ST19 9DS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 850266
<b>Number on roll</b>	448	<b>Fax number</b>	01902 851332
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs D Ellis
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs C A Robotham

<b>Age group</b> 9 to 13	<b>Inspection dates</b> 24 May 2006 - 25 May 2006	<b>Inspection number</b> 281728
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

Brewwood C of E (C) Middle School is a church voluntary controlled school under the diocese of Lichfield, providing education for pupils aged 9 to 13 years. It is situated in a pleasant rural location and the majority of children travel to school by bus. Pupils come from diverse socio-economic backgrounds, although the percentage of pupils taking free school meals is lower than average. There is a much lower percentage of pupils from minority ethnic backgrounds than average. The proportion of pupils with learning difficulties and disabilities is lower than average but the school is taking an increasing number of pupils with autism. The school is oversubscribed.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspection findings confirm Brewood Middle School's own view that it is a good school, with some outstanding features.

The headteacher's inspirational leadership, very well supported by all staff and a committed governing body, ensures that the school provides a high quality education, where all feel valued. Parents and carers overwhelmingly value the quality of education provided for their children. Improvement since the last inspection is very good and the school demonstrates very good capacity to improve further. Pupils' spiritual, moral, social, and cultural development is excellent, reflecting very well the Christian ethos that underpins the work of the school. The broad and balanced curriculum offered to pupils is outstanding and ensures that the needs of all pupils are met both in the classroom and in extra-curricular activities. The school has excellent links with outside agencies and works extremely well in partnership with first schools and the high school to which pupils progress. Teaching and learning are consistently good and the care, guidance and support given to pupils contribute significantly to the excellent standards they achieve overall in their personal development, and to the good progress they make in their learning. The school's self-evaluation is good and the views of pupils, parents and other stakeholders are an integral part of its self-review process. The school's priorities for development recognise fully the need to continue the development of a more consistent and robust monitoring, tracking and target-setting systems across all subjects in order to improve pupils' standards of attainment further.

### **What the school should do to improve further**

- Develop more consistent and robust monitoring, tracking and target-setting systems in all subjects across the school in order to raise pupils' standards of attainment further.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. The rich curriculum and high quality of teaching ensure that all pupils, including those with learning difficulties and disabilities, are well supported and make good progress to meet challenging targets.

The school's own data on test results in Year 4 indicate that pupils' attainment on entry to Brewood Middle School in Year 5 is broadly average.' However, by Year 6, pupils achieve average standards in national tests in English, mathematics and science, indicating that they have made good progress. In English, standards in writing are not as good as standards in reading. In 2005, pupils with higher ability achieved significantly below the national average in English but, in the current Year 6, achievement at the higher levels has improved.

Between Years 6 and 8, according to the school's data, pupils continue to make good progress. This is reflected in the standards pupils achieve in the tests they take at the end of Year 8, which suggest that a majority of pupils are achieving above expectations.

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

### **Grade: 1**

Pupils' personal development and well-being are excellent. Pupils are very proud of their school and clearly enjoy their education; this is evident in the interest they show in lessons and their involvement in extra-curricular activities. Consistently high levels of attendance and punctuality are achieved and behaviour in lessons and within the school building is exemplary. There have been no permanent exclusions over many years and very few instances of pupils being temporarily excluded. The extent to which pupils adopt safe practices is good overall and is excellent in lessons and when using equipment. Pupils follow very healthy lifestyles. They make sensible and very well-informed choices at mealtimes and take part in plenty of physical exercise, taking full advantage of the range of activities offered. Pupils make an outstanding contribution to the school and wider community. They are highly effective in the way they carry out their many positions of responsibility within school and in their considerable efforts in supporting charities. These highly confident, articulate and sociable young people are extremely polite and helpful towards adults and are gaining skills that will be very valuable to them when they eventually join the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good, with some significant strengths. The strong team of teachers plan and work together well and use their high levels of expertise very effectively and flexibly across the school.

Lessons move at a fast pace and learning is exciting, enlivened by the very effective use teachers make of interactive whiteboards. In the best lessons, challenging, but achievable, tasks are well matched to pupils' needs. However, although new assessment systems have been developed, these are not yet used consistently across the school to ensure that all pupils are suitably challenged and have individual learning targets.

Pupils really enjoy the exciting and innovative range of teaching and learning styles that teachers employ and are full of enthusiasm for learning. 'It's brilliant here. Teachers make learning fun and tell you fun ways to remember things,' was one of many extremely positive comments about how pupils value the help and support they are given in lessons. Very good relationships between pupils and all adults who work in the school create an atmosphere where all pupils feel valued. This ensures that pupils maintain high levels of concentration and attentiveness – major factors that contribute to their good levels of achievement.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is excellent. Its structure ensures strong and appropriate links are made between subjects. It is very well planned to meet the needs of individual pupils. Those with learning difficulties and disabilities receive excellent support to ensure they can gain access to all aspects of the curriculum and more-able pupils have opportunities to engage in challenging work they enjoy, such as master classes in mathematics. Pupils enthuse about the range of activities offered, from the rambling club to the cinema club. They love the challenge of outdoor activities and the huge range of visits and 'Creativity Days' that enrich and extend the curriculum. They understand and appreciate the cultures, food and traditions of other countries because they have experienced them, for example, during 'India Day' and the Chinese New Year lunch. They develop good skills of citizenship because they have conducted elections, held debates and met and interviewed their MP on 'Democracy Day.'

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. This exceptionally clean, bright and well-maintained school and its committed staff create an atmosphere of welcome and calm. Staff know pupils extremely well and quickly recognise any concerns regarding their well-being. Pupils say one of the best things about this school is the way staff treat them with fairness and respect so that they feel secure and well supported. Child protection arrangements are secure and the school works very well with other professionals to ensure pupils receive the support they need. Risk assessments are conducted for all visits out of school. Pupils are highly valued and their views are listened to and acted upon. The student council empowers pupils to play a very significant role in the school's development and has, for example, been instrumental in instigating a very effective anti-bullying system. Nevertheless, the school recognises that systems for monitoring and tracking pupils' progress in all subjects are not yet sufficiently rigorous.

## **Leadership and management**

### **Grade: 2**

Overall, leadership and management of the school are good. The calibre of the headteacher's leadership is outstanding. By empowering staff to take responsibility and be accountable, she inspires loyalty and commitment. She has been instrumental in introducing a detailed analysis of pupils' attainments on entry to the school and when they transfer to the high school. She is very well supported by the senior leadership team, middle management and the governing body. As result, the school has made significant improvements since the last inspection and has very good capacity to improve further.

Robust monitoring and review systems provide accurate assessment of the quality of teaching, identify underperformance and provide appropriate support. The school responds quickly to emerging trends and effectively monitors and reviews changes. This is evident in the changes made to teaching arrangements in Years 5 and 6, aimed at improving continuity and support for pupils, raising pupils' standards of attainment and building up teachers' expertise. The school recognises that it needs to develop more consistent monitoring, tracking and target-setting systems in all subjects in order to raise pupils' standards of attainment further.

By ensuring equality of opportunity for all pupils and tackling the very few incidents of discrimination that have occurred immediately and effectively, all pupils are able to achieve as well as they can.

The school offers excellent value for money. Strong financial management ensures very efficient use of its budget to create a really wonderful learning environment for pupils and working environment for staff.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	No
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 very much for being so polite, helpful and friendly during our inspection of your school. This letter tells you about our findings.

Your headteacher is very, very good and she is helped in leading and managing the school by supportive and committed staff. As a result, you receive a good education and make good progress in your learning during the time you are at Brewood Middle School. This means that, when you move up to the high school, you are well prepared for the academic challenges that you face.

You are very proud of your school and clearly enjoy the education you receive. We noted your high levels of attendance and punctuality and your excellent behaviour in lessons. You have very healthy lifestyles, choosing sensible breakfasts and lunches and doing lots of physical activity.

We judged that many of your lessons are exciting. 'It's brilliant here, teachers make learning fun,' was one of many comments you made. The school provides you all with an excellent range of subjects, activities, visits and 'Creativity Days.' Those of you who need more help with learning receive very good support and those of you who are very able have opportunities to get involved in challenging and enjoyable master classes. However, the school recognises that to help you more, it needs to improve the way that it checks on your progress in all subjects and in every year.

Your school is a wonderful place in which to learn and many of you said that one of the best things is the way staff treat you with fairness and respect so that you feel secure and know that you can seek help when you need to. It is very clear that you are highly valued and that your views are listened to and acted upon. We were impressed with how effectively the student council contributes to decisions in the school. You are very confident, articulate and sociable young people, who are extremely polite and helpful towards adults.

Best wishes for the future.