

Brockholes Church of England Voluntary Controlled Junior and Infant School

Brockholes Lane, Brockholes , Holmfirth, West Yorkshire, HD9 7EB

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress from their different starting points.
- The youngest children have an excellent start to their schooling in the Early Years Foundation Stage. This first year prepares them exceptionally well for Key Stage 1.
- The school is very effective in supporting all groups of pupils, including disabled pupils and those with special educational needs and those entitled to the pupil premium.
- Teachers devise an excellent range of interesting and inspiring activities to extend pupils' learning.
- Teachers provide useful and focused feedback to enable pupils to improve their work and provide time for pupils to respond to any comments made.
- Pupils have exemplary attitudes towards their learning. They enjoy school, feel safe, behave outstandingly well and look after each other with care and understanding.
- The headteacher, senior leaders and governing body provide inspirational leadership and there is a strong, shared vision throughout the whole staff team, which is bringing about improvement and raising pupils' achievement. On occasion, pupils are not sufficiently encouraged to use higher level mathematics and writing skills when doing topic work.
- The governing body has an outstanding grasp of the school's strengths and weaknesses. There is a clear focus on maintaining the school's strong Christian ethos.
- Leaders ensure all available finance is used very effectively, that the quality of the teachers' work is suitably checked and teaching quality improved to further raise standards, and to ensure that staff are rewarded appropriately.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, of which three were joint observations with senior leaders.
- The Year 6 teacher and pupils were not present during the inspection so inspectors looked at work displayed in their classroom, work in their books and the school's assessment and tracking information which records their progress.
- In addition, other direct observations of pupils' learning were undertaken. These included hearing pupils read and observing reading and phonics (the sounds letters make) groups.
- Meetings were held with a group of pupils, from Key Stages 1 and 2, and many other opportunities were taken to talk with pupils, including on the playground.
- Meetings were also held with the headteacher, members of the governing body, members of staff and a representative from the local authority (by telephone).
- Inspectors took into account the 29 responses to the online questionnaire (Parent View), which had been completed during the two days of the inspection, written responses from parents and the results of the school's own parental surveys.
- Inspectors looked at a range of school documents including development plans, policies, self-evaluation, data relating to pupils' current progress, safeguarding and curriculum information, behaviour and attendance documentation.

Inspection team

Sarah Quinn, Lead Inspector

Additional Inspector

John Dunne

Additional Inspector

Full report

Information about this school

- Brockholes is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is average but the proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The percentage of pupils' known to be eligible for the pupil premium, which provides extra funding for children in the care of the local authority, for pupils known to be eligible for free school meals and those from service families, has increased since the last inspection, although is still below average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has the International award, ECO Silver Schools Awards, Healthy School status and the Active Mark Gold Award.
- A new Chair of the Governing Body was elected and took up the post in September 2012.

What does the school need to do to improve further?

- Strengthen pupils' achievement even further by, when appropriate, challenging them to use higher-level writing and mathematical skills when they are involved in topic work.

Inspection judgements

The achievement of pupils

is outstanding

- The school has been extremely successful in sustaining and improving pupils' high levels of achievement. All groups of pupils make excellent progress. By the time they leave Year 6, pupils are very well prepared for their time in secondary school. Essential skills in English and mathematics are mastered to a high degree.
- Pupils of all ages read widely and with enjoyment. Pupils are highly successful readers and they thoroughly enjoy their morning reading session in ability groups. For example, in Year 1, pupils speak with enthusiasm about their books. They demonstrate strong skills in using phonics to decode words.
- Pupils' writing is lively, imaginative and captures the interest and emotions of the reader. Pupils cover a great deal of work in mathematics and are confident in tackling mathematical ideas.
- Overall, children join the school with skills and knowledge that are broadly in line with those typical for their age. They make good progress in the Reception class, especially when developing their early reading, writing and mathematical skills.
- Teachers in Key Stage 1 ensure that pupils build extremely well on their previous learning. Teachers set tasks which appeal to pupils' interests and imagination. Pupils make rapid gains in their reading, writing and mathematical skills.
- Most pupils enter Year 3 writing confidently, using joined up handwriting and using their excellent knowledge of phonics to spell correctly.
- Overall, pupils who are capable of doing harder work rise to the challenges provided by their teachers and make outstanding progress. Occasionally, there are missed opportunities to focus pupils on the higher-level skills in writing and mathematics while they complete themed activities.
- Skilled and well-directed support for disabled pupils and those with special educational needs means they make excellent progress. Some have individually planned activities that meet their specific needs very well. The use of the extra pupil-premium funding is highly effective, so that those pupils for whom it provides support make outstanding progress in line with their classmates.
- Making sure everyone gets an equal chance to succeed, while valuing the differences in backgrounds and beliefs of pupils, is central to the work of the school. Many lessons include activities related to the different cultures around the world or to events in the local community. This makes learning meaningful and relevant to everyday life. There are many opportunities for pupils to reflect on their learning and to develop their spiritual, moral, social and cultural understanding.

The quality of teaching

is outstanding

- Teaching is outstanding and has many strengths. Effective checks made on learning during lessons ensure that pupils know what is expected and learn to apply new knowledge and skills. Lessons go at a brisk pace and all pupils, including disabled pupils and those with special educational needs, have the confidence and enthusiasm to keep up with this.
- Teachers engage pupils in many ways including through the use of characters and humour. This enthuses pupils and they are keen to demonstrate the very best work for the teachers. For example, in the Year 2 class, the teacher becomes an art critic and extends pupils' vocabulary by requesting that pupils use 'posh' voices and words. This method is highly effective.
- Introductions revise key skills in literacy and mathematics and ensure pupils take the next steps with confidence and success. This means they complete work unaided and apply their skills effectively. Pupils are generous and adept at helping each other. They discuss their work

animatedly and show others how they did it correctly with confidence.

- Teachers keep pupils aware of their progress and use targets to motivate pupils and get them to aim high. The marking of pupils' work is sharply focused on what was done well and what could be improved. The expectation for pupils to respond to teachers' advice means they are fully involved in checking their own progress.
- Outstanding teaching fully exploits pupils' capacity to learn by themselves, think through problems and learn in a meaningful way, although occasionally teachers do not fully exploit opportunities to challenge pupils to use higher-level mathematics and writing skills in other subjects.
- The pupils experience subjects and ways of learning that mean they thrive at the school. They produce outstanding work in all areas. For example, a group of Year 5 pupils made weather reports during their French lesson and demonstrated excellent progress in applying the new vocabulary they learned in a very short space of time.
- The opportunities in the Reception class for children to learn through their choice of play and taught activities show a very good balance of experiences promoting rapid progress. The teaching of literacy and numeracy skills is exceptional and a good amount of time is set aside to promote these skills. Children thrive in a lively and stimulating environment where teachers know them extremely well and provide personalised activities to meet their needs. For example, they become musicians in the outdoor area or develop physical skills using homemade play dough.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is outstanding. Pupils are proud of their school, well mannered and polite. They enjoy the warm and friendly atmosphere that is apparent throughout. A notable feature is the way pupils care for each other, for example, pupils with responsibilities like 'befrienders' skilfully help others at break and lunchtimes.
- Pupils report that bullying is rare and instances of name-calling are tackled effectively by the staff. The school's behaviour records confirm this picture and show that rare occurrences of misbehaviour are dealt with very effectively. Older pupils and parents are well informed about relevant issues, such as e-bullying and the dangers that might be encountered online.
- Pupils in need of extra help are very well cared for and the school makes good use of the support of other agencies as appropriate. Provision for disabled pupils and those with special educational needs is very effective.
- Attendance has improved significantly as a result of the school's vigorous action to promote its importance and is now well above average.
- All of the parents who completed the Parent View survey and of those who responded to the school's questionnaire think that their children feel safe at school and almost all are positive about the standard of behaviour. Inspection evidence supports these views. A very small minority completing the Parent View survey had concerns about bullying. Inspection evidence indicates that the few minor incidents are tackled very effectively.

The leadership and management are outstanding

- All leaders and managers are extremely ambitious for their school and staff at all levels share the vision. Teamwork is exceptionally strong and teachers listen to each other's suggestions and share best practice ideas.
- Leaders have adopted a highly effective approach to bringing about improvements in teaching. The school has explored and worked through obstacles to outstanding teaching with each teacher. Lessons are well planned, trialled, revised and evaluated, with a focus on the progress of every pupil in the class. This process has brought about a higher percentage of consistently outstanding teaching from a position where the majority of teaching was good, in less than a

year.

- All parents who completed the online questionnaire on Parent View agree that the school is well led and managed.
- The management of teachers' performance drives improvements in teaching. Teachers are given targets that are very demanding, and that hold them to account for the progress of individuals and groups of pupils.
- Pupils make better progress year on year. This is because leaders and managers respond very quickly and effectively to any emerging weaknesses. The school manages the very high number of pupils who join part way through their primary education very well, and their detailed tracking shows that the longer pupils stay at the school, the faster the acceleration of their progress.
- The curriculum is inspiring and pupils talk animatedly about the exciting opportunities they have like building a Viking longboat and ultimately setting it on fire. Design and technology is a particular area of strength and pupils are able to learn through very practical applications such as building a Trojan horse during their Greek topic. This topic resulted in the pupils hosting a hugely successful 'Greek Taverna' event for their parents where they cooked, served and provided entertainment for their guests. Year 4 pupils enjoyed outstanding brass instrument teaching during the inspection and enjoyed playing as part of the brass band. Pupils also participate in a wide range of popular clubs and opportunities after school like Morris dancing, which pupils will be performing in a local folk festival.
- Pupils always consider the spiritual, moral, social and cultural implications of what they learn and have contributed to the mission statement for each class. They are encouraged to produce personal targets, as well as academic targets, and recognise the importance of the 'school family' of which they are proud to be part.
- Boys and girls get on very well together, as do pupils from different ethnic groups, because equality of opportunity is at the heart of the school. Discrimination is not tolerated and there are no racist incidents.
- The school works closely with parents. Parents are very happy with their relationship with the school and their children's achievement.
- The local authority recognises the success of the school and provides light-touch support. The school's very successful work is used more widely as a model of good practice.
- Safeguarding responsibilities are met to a high standard.
- **The governance of the school:**
 - The governing body prioritises the learning, progress and welfare of the pupils in every decision they make. The new Chair of the Governing Body has undertaken a long period of transition to ensure she understands fully her responsibilities. Governors are experienced and appropriately trained. They know why the school is outstanding and what to do to keep it that way. They are well informed about the school's performance, the quality of teaching and how the performance of staff is managed. Governors share the headteacher's constant pursuit of excellence. They consider carefully their use of the pupil-premium funding so that it has the maximum impact on improving the achievement of these pupils, for example, the breakfast club that includes successful interventions for pupils who are falling behind or who could do even better. Governors monitor the interventions success. Governors receive support from the local authority to manage the performance of the headteacher.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107713
Local authority	Kirklees
Inspection number	403045

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

Type of school	All-through
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Rachael Anderson
Headteacher	Clare Thomas
Date of previous school inspection	20 May 2008
Telephone number	01484 222807
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