

# Brimington Junior School

Spring Vale Road, Brimington, Chesterfield, S43 1HF

**Inspection dates** 14–15 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils achieve well and make good progress. Pupils' attainment in national tests at the end of Year 6 has improved significantly in the last two years and is above the national average.
- Teaching is good. Most teaching is demanding and exciting and gets the best out of all pupils.
- Pupils' reading skills are very good.
- The school is successfully closing the gaps in performance between the attainment of pupils known to be eligible for free school meals and other pupils.
- Disabled pupils and those with special educational needs make progress that is as good as others in the school because of the good support they receive.
- Pupils' behaviour in lessons and around the school is good. They show positive attitudes to learning and have many opportunities to take on responsibility.
- Pupils have no concerns about bullying and know exactly what to do to prevent it from occurring. They feel safe in school and say that their teachers give them confidence.
- The headteacher, his senior team and all the staff and governors have a clear vision for their school. They are committed to ensuring that pupils reach the highest standards possible and benefit from a broad and stimulating education.
- The governors are well informed about the school and share the ambitions of school leaders to ensure all pupils achieve the best they can.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough and there is a small minority of teaching that requires improvement.
- The questions teachers put to pupils in class are not always sharp enough to probe and extend their learning.
- Subject leaders have not drawn up precise action plans which indicate how they will accurately measure the attainment and progress of pupils in their subjects.

## Information about this inspection

- Inspectors observed teaching in 16 lessons, including four that were observed jointly with the deputy headteacher.
- They also made shorter visits to a number of other lessons and other activities, looked at pupils' written work, listened to pupils read and attended an assembly.
- Discussions were held with senior and subject leaders, staff, the Chair and Vice Chair of the Governing Body, a representative of the local authority and various groups of pupils.
- The inspectors observed the school's work and looked at a range of documents, including the school's information on pupils' attainment and progress, and data on attendance. They examined safeguarding procedures and records of the school's own lesson observations, as well as the school's self-evaluation, performance management and planning documents.
- In planning and carrying out the inspection, inspectors took account of 27 responses to the Ofsted online survey, Parent View, which were submitted before or during the inspection. They also considered the results of the school's most recent survey of pupils' views, as well as two letters received from parents or carers and 23 questionnaires completed by members of the teaching and support staff.

## Inspection team

David Edwards, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Marian Driver	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized junior school.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is very small.
- The proportion of pupils supported through the pupil premium (additional funding from the government for some groups of pupils, including those known to be eligible for free school meals, those in the care of the local authority and other groups) is slightly above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus, or with a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.

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

- Improve teaching so that it is always at least good and much is outstanding by:
  - ensuring that teachers' questions are sharper and used more effectively to probe and extend pupils' learning
  - encouraging pupils to use the knowledge they already have to think things through carefully and tackle new problems by themselves.
- Develop the roles of subject leaders by:
  - ensuring that their action plans for their subjects clearly identify the key objectives for improvement and include more precise ways of measuring improvements in attainment and progress
  - creating more opportunities for them to observe teaching and learning in their subjects so that they have a clear understanding of strengths and areas for improvement and the impact teaching is having on pupils' learning.

## Inspection judgements

### The achievement of pupils is good

- Pupils throughout the school achieve well in reading, writing, and mathematics and in a range of other subjects.
- Results have risen substantially over the past two years and pupils' progress is good. Attainment on entry to the school in Year 3 varies from year to year but is broadly in line with national averages. By the time they leave, pupils' overall attainment is above the national average.
- All groups of pupils are currently making better progress in English and mathematics than in recent years. More-able pupils, i.e. those who attain high levels at the end of Key Stage 1, make good progress overall and attain above expected standards at the end of Year 6.
- The school promotes equality of opportunity well. It has used its additional pupil premium funding effectively to improve the way it tracks the progress of eligible pupils, and to provide individuals with small group and one-to-one teaching where it is needed. Consequently, gaps between these pupils and others in the school are narrowing. In 2013, these pupils were on average two terms behind those of other pupils in the school in English but broadly in line with all pupils nationally. In mathematics, these pupils were about a term behind others in the school but in line with all pupils nationally.
- Disabled pupils and those with special educational needs make progress which is at least as good as that of their classmates. This is because the headteacher carefully monitors how well they are doing and, working closely with class teachers and other adults in and outside of the school, makes sure that they receive the support they need to succeed.
- Across the school, teachers are very aware of the need to develop pupils' reading, speaking and listening skills and they plan carefully so that these are developed well in lessons. Well-considered and effective reading support is provided from the start of Year 3 for any pupils who need it. As a result, pupils read with increasing confidence as they move through the school and build good communication skills.
- Pupils also enjoy writing and have many opportunities to write well, at length and in a variety of styles and genres. Examples of this include pieces of writing about the Battle of Hastings and autobiographies.
- Until recently, attainment in mathematics was below national averages. The school has introduced new ways of teaching mathematics so that pupils are more enthusiastic and committed in their learning, and standards and results have been above average for the last two years. This demonstrates the school's effectiveness in raising the quality of teaching and securing significant rises in attainment at both nationally expected levels and the higher levels.
- Pupils are making the same good progress in mathematics as they do in reading and writing. Pupils, including those who are more-able, develop a good grasp of mathematical principles and techniques, such as problem solving. For example, in one lesson observed, Year 3 pupils quickly mastered different methods of multiplying numbers. This was as a result of the teacher's lively and thorough explanations and her good use of probing questions to check and develop pupils' understanding.

**The quality of teaching is good**

- Teaching has many strengths and school records confirm that it is getting better each year. Teachers expect much of their pupils and there is a very positive climate that encourages good learning in the school. As a result, pupils of all abilities achieve well in English and mathematics. However, although most of the teaching observed on inspection was good, inspectors did not observe any outstanding teaching and there was a small amount requiring improvement.
- The school has improved the quality of teaching since the last inspection because school leaders give strong attention to developing teaching and learning by providing high quality training for staff.
- In the majority of lessons, teachers make sure that tasks are well-planned. Tasks set for more-able pupils, those who are disabled and those who have special educational needs consistently provide pupils with the levels of challenge and support needed for them to perform well.
- Teachers work closely with teaching assistants and other adults to provide appropriate support for individual pupils who find learning difficult so that they can understand the activities and resources provided and are motivated and keen to learn.
- Teachers regularly and carefully assess the quality of pupils' work, making sure that any who are at risk of falling behind are identified quickly and given the extra support they need. They mark pupils' written work regularly, emphasising the need for accuracy and good presentation. They regularly inform pupils about what they need to do to improve the quality of their work.
- Many examples were seen of teaching which enthused pupils and caught their imagination. In a lively Year 5 reading lesson pupils worked energetically together in groups to read and understand the book they were reading. Pupils took on different roles, such a summariser, to help other pupils to concisely say what the passage was about or used a thesaurus to find different and interesting ways of expressing language. The pupils were thoroughly engaged and enjoyed the activity and as a result they made good progress.
- Although the questions put to pupils by many teachers are sharply phrased and probe pupils' understanding well, this is not always the case. Occasionally, questions are not used effectively to prompt pupils to fully explain their answers and teachers do not consistently encourage pupils to use the knowledge they already have to think things through and tackle new problems by themselves.
- All teachers ensure pupils know how well they are doing and what they need to do to reach their targets. The school has developed an 'assertive mentoring' programme through which pupils are given challenging academic targets to raise their ambitions and accelerate their progress. The school has used this programme to set pupils challenging academic targets to raise their ambitions and accelerate their progress.
- Teachers and leaders at all levels make good use of information on pupils' progress to identify early any dips in performance by individuals or groups of pupils. Checks are followed up swiftly with well thought out support that helps pupils who fall behind to catch up. These targets are regularly reviewed and updated by teachers and shared with parents.

**The behaviour and safety of pupils are good**

- Behaviour is consistently good, both in lessons, around the school and at break times. Pupils

behave well and are courteous, polite and friendly towards each other and to staff and visitors.

- Parents believe that behaviour in the school is good and that their children enjoy school because of its care for them and its welcoming attitude. As one parent said, 'This is a very supportive school that always puts the needs of children and families first.'
- Pupils show good attitudes in class. They are keen to learn and listen carefully to what their teachers and their classmates have to say. Pupils are eager to answer questions and to take part in discussions, and do so in a mature and self-disciplined way.
- Pupils' enjoyment of school is shown by their above average attendance. Most pupils attend punctually every day. The school provides effective support to those pupils whose attendance is inconsistent. This helps them to be fully involved in the learning that takes place in lessons.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements are reviewed frequently and meet all requirements. Systems to manage any inappropriate behaviour are very well understood by pupils and consistently applied by staff. Exclusions are rare. Pupils are very sure that there is no bullying. They know about different forms of bullying, such as cyber-bullying. They know that some internet sites are not safe. Equally, they know that adults will help them should they have any concerns. Pupils are also sure that there is no racism and no discrimination based on race or gender.
- Pupils are keen to be actively involved in ensuring that bullying does not take place in their school. The work of the 'respect ambassadors' at lunchtimes helps to remind other pupils of their roles and responsibilities in relation to bullying. Pupils also enjoy the opportunities to be dining room assistants. These activities make a strong contribution to their personal and social development.

### **The leadership and management** are good

- The headteacher's clear and unwavering vision for the school is completely supported and consistently implemented by all members of staff. He communicates his high expectations persuasively so that all have a shared sense of direction and feel part of a successful team.
- He is supported effectively by the deputy headteacher and senior leadership team and by middle leaders and other staff who are committed to ensuring continuing improvement. Consequently, teamwork is strong, staff morale is high and pupils' progress is good and accelerating.
- Though subject leaders have played a leading role in the significantly improved attainment over the last two years, they are not given enough opportunities to observe lessons so that they can more effectively judge the standards in their subjects or assess the impact teachers are having on pupils' learning. In addition, they do not analyse pupil data incisively enough to allow them to determine precisely enough the key priorities for school improvement for their areas of responsibility.
- The senior team checks the quality of teaching rigorously. They use their good coaching and mentoring skills to offer constructive advice and training and use their effective teachers very well to extend and share good practice with other colleagues. In this way, the quality of teaching and learning is going from strength to strength.
- The headteacher has ensured that there are secure procedures in place to make sure that teachers are accountable for their performance and the progress that pupils make. Members of

staff are not rewarded financially unless they can show they are successful in helping all pupils in their class make at least good progress.

- The headteacher has been active in informal partnerships with other local schools to support and promote best practice.
- Spiritual, moral, social and cultural development is well provided for. Pupils respect each other and the school. Pupils from different social and ethnic backgrounds get along harmoniously together. They offer thoughtful responses when given the opportunity to reflect on spiritual or moral issues during lessons. They learn about the customs and beliefs of other faiths and the lives and cultures of other people through their topic work. They show great respect for, and interest in, the views of others.
- The primary sport funding is being used very effectively to build on the quality and breadth of physical education and sports provision within the school. The range of after-school sports clubs has been extended and specialist sports coaches employed to improve pupils' expertise in different sporting activities, such as karate, dance and multi-skills. Pupils' participation in sporting activities across the school is high and this makes a positive contribution to their physical wellbeing
- Pupils benefit from rich and diverse teaching programmes which ensure they are interested in their learning and enable them to make extremely productive links between different subjects, including reading and writing, the creative arts, history and science. The school undertakes a wide variety of educational visits, such as to the Holocaust centre, the Crucible theatre, as well as residential visits, which enhance pupils' learning opportunities.
- The local authority adopts a 'light touch' approach to supporting the school because it considers Brimington to be a good school.
- Almost all parents believe their children receive appropriate and regular homework and say they enjoy the curriculum evenings for parents that help them to better understand the work their children do and to support them in learning.
- **The governance of the school:**
  - Members of the governing body, including governors who are new to their role, bring a wide range of expertise to the school. Governors have a good understanding of and take a keen interest in the way the school works. They rigorously check to make sure that the arrangements for safeguarding pupils meet all current requirements and that the school puts in place the correct procedures if an incident occurs. Governors have a good understanding of how teachers' performance and teachers' pay are managed so that they can make informed decisions about pay progression for teachers. They closely monitor the school's budget, including the spending of money from the pupil premium, and are active in seeking ways to solve problems. All governors receive regular training. They receive clear information on how well different groups of pupils achieve to make sure that no group does less well than any others, and compare the results to those achieved in similar schools and nationally. The governing body is effective in holding the headteacher and senior leaders to account for all aspects of the school's performance.

## 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

<b>Unique reference number</b>	112517
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	430696

This inspection of the school 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>	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kim Webster
<b>Headteacher</b>	Phil Hickey
<b>Date of previous school inspection</b>	26 June 2012
<b>Telephone number</b>	01246 232505
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