

Brockmoor Primary School

Belle Isle, Brockmoor, Brierley Hill, DY5 3UZ

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- Pupils achieve well in all year groups, making good progress. Standards of attainment are rising. Pupils are good learners who try to work things out for themselves before asking a teacher.
- Teachers plan carefully so that all groups of pupils are appropriately challenged. Leaders have established a high level of consistent good practice across the school.
- Behaviour in lessons is good. Pupils are excited by the imaginative tasks that are set for them, work well together in groups and readily help each other.
- Behaviour around the school is calm and orderly and pupils are polite and welcoming to visitors. Adults lead by example so that pupils care for each other and say that the school keeps them safe.
- Children in the Early Years Foundation Stage are secure and happy, quickly learning how to be good listeners and learners.
- The curriculum promotes pupil's imagination and is enriched by a variety of opportunities to be creative and to broaden pupils' experience of the world.
- The dynamic headteacher is very well supported by his deputy and wider leadership team and by the governors. They share his high expectations for pupil's behaviour and his commitment to ensuring that achievement and teaching should be at least good. This has led to clear improvements since the previous inspection. Rigorous procedures are in place to ensure these continue.

It is not yet an outstanding school because

- Pupils are not making as rapid progress in writing as they are in mathematics and in reading because teachers are not providing enough opportunities for extended writing to enable pupils to fully develop their writing skills.
- Teachers' marking does not always help pupils to improve their work. Teachers do not always check that pupils have followed the advice they give.

Information about this inspection

- The inspection took place during an 'activities' week, when all year groups were working on a special project or were on a variety of trips and a residential week. Inspectors were able to observe 10 lessons, two of which were jointly observed with the headteacher. They also made several short visits to lessons together with leaders and observed the special activities taking place.
- Meetings were held with pupils, parents, a representative from the local authority, members of the governing body and staff, including subject leaders.
- Inspectors observed the school's work and looked at a range of documents, including policies, development plans, minutes of meetings of the governing body, monitoring records, information about pupils' progress, safeguarding information and several samples of pupils' work.
- The views of 15 parents and carers who responded to the school's questionnaire were considered (Parent View) together with the school's own survey of parent views. In addition, 11 responses to the staff questionnaire were taken into account.

Inspection team

Mary Davis, Lead inspector

Additional Inspector

Richard Johnson

Additional Inspector

Sarah Davey

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, while the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic backgrounds is above average, with the largest groups being of Pakistani heritage. An above-average proportion of pupils speak English as an additional language.
- An above average proportion of pupils is known to be eligible for the pupil premium, which provides additional funding for pupils who are looked after by the local authority and those known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by:
 - ensuring that the marking of pupils' work shows them what they are doing well and what to do to reach the next level and that teachers check that pupils follow this advice
 - extending the elements of outstanding practice already evident in some classes so that they become the norm across the school.
- Raise pupils' achievement, particularly in writing, by ensuring that:
 - pupils have sufficient opportunities for extended writing to enable them to fully develop their basic skills
 - teachers' expectations of what pupils can achieve are higher so that more exceed expected rates of progress.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery and Reception with basic skills in reading, writing, communication and mathematics that are well below those typically seen at their age, particularly in speaking and listening. This partly reflects the challenges experienced by the increasing proportion of children who speak English as an additional language. By the end of the Reception, standards are approaching those expected, with children having developed their literacy and numeracy skills well and having acquired the good learning and listening skills needed to prepare them for Key Stage 1.
- Good teaching in Key Stage 1 ensures that pupils continue to make good progress and standards are rising. In 2013, standards in mathematics were broadly average, while those in writing and reading were below average. The school's assessments, confirmed by inspection evidence, show that this year, standards are now average in writing and mathematics, with a larger proportion of pupils reaching the highest level in all three subjects. This indicates that higher-ability pupils are attaining well, particularly in reading.
- At Key Stage 2 standards are also steadily rising. Both the 2013 and the current Year 6 entered Key Stage 2 with basic skills that were well below those seen nationally. In 2013, Key Stage 2 national test results were below average in reading, writing and mathematics although an increasing proportion of pupils achieved the highest levels in mathematics. Results of the 2014 tests show that standards are now average in reading and writing and at the higher level in mathematics, although at level 4, they are still below average.
- In 2013, the proportion of pupils making expected progress in reading, writing and mathematics compared well to national levels and they were close to average in reading. However, the proportions exceeding expected progress in writing were below average. The school's assessments indicate that the progress made by the current Year 6 has accelerated and more pupils are now exceeding expected progress, particularly in mathematics and reading. Although all pupils make expected progress in writing, the proportion making even better progress still lags behind other subjects. Pupils employ their basic writing skills in short exercises reasonably accurately but opportunities for them to write extensively are too limited.
- Disabled pupils and those who have special educational needs make good progress. They are well supported in lessons by class teachers and by high-quality teaching assistants, and particularly by a range of well-matched extra support, so they are able to achieve their potential. There are no significant differences between the achievement of pupils from different ethnic backgrounds, including those who speak English as an additional language. All make progress which is similar to that of other group of pupils in the school.
- Pupils are supported by the additional pupil premium funding achieve well because of the well-focused support they receive. In 2013 the majority of Year 6 pupils were eligible for the funding and were on average, ten months behind their classmates in mathematics and four months behind in reading and writing. Eligible pupils in the current Year 6 have however, made better progress this year than their classmates in reading and writing, although not in mathematics.
- Pupils show great enjoyment of reading. Right from the start, children learn how to sound out words and are confident to 'have a go' at reading unfamiliar text. Pupils observed by inspectors in Year 1 were engrossed in their new books, reading out loud to themselves. Systematic support to develop pupils' reading skills continues throughout the school, with great flexibility so that pupils can join groups above or below their age group to ensure they are appropriately challenged or supported. Teachers' high expectations of pupils' use of language mean that they

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use a wide range of vocabulary including technical terms. For example, in a Year 6 class, pupils could use and explain complex words such as 'tetrahedron' and quickly looked up any unfamiliar word to make sure their spelling was correct.

- A highly effective feature of the school's work is the constant focus from Nursery to Year 6 on promoting resilience as a key learning skill for pupils. Pupils told inspectors how they are expected to try 'three before me' which is a routine where pupils will ask a friend, use the learning walls for information, or use another resource such as a dictionary or the internet before asking a teacher. They said they enjoy this approach because it is very satisfying when they have been able to work things out for themselves.
- The primary school sports funding is used to provide swimming, racquet sports and golf lessons and has had a significant impact on increasing the amount of competitive sport enjoyed by pupils both in school and between local schools. Pupils' skills are increasing in a range of sports and their understanding of how to stay healthy has been enhanced.

The quality of teaching

is good

- Inspection evidence, as well as leaders' own rigorous monitoring and the progress that pupils make over time, all indicate that teaching in all year groups from the nursery to Year 6 is at least good, with some that is outstanding.
- Teachers establish good routines for learning at an early age so that no time is wasted and pupils are quickly engaged in the tasks that are set, moving quickly and calmly from one activity to another. Teachers explain tasks clearly and carefully and enable pupils to build their learning as the lesson progresses. For example, in a Year 2 numeracy lesson, different groups of pupils undertook a variety of activities related to using money and calculating change, first reinforcing what they already knew and then moving on to a greater challenge. Learning progressed well because the teacher modelled the task well and used skilful questioning to check understanding and ensure that pupils could tackle the task successfully.
- Teachers plan carefully to make sure that work is of the right difficulty for all ability groups. Disabled pupils, those who have special educational needs and those supported by the pupil premium are well supported. Teachers and teaching assistants work as a team, often using skilful questioning to encourage pupils to think more deeply about their learning.
- Pupils told inspectors that lessons are fun, and during the inspection they clearly enjoyed lessons held outside and practical activities related to the Commonwealth games project. For example, in a Year 6 lesson observed, pupils worked in teams to design, make and market souvenirs that represented different countries, with the aim of making a profit. They developed mathematical, enterprise and teamwork skills as they worked together to manage a budget. Great excitement and enthusiasm were shown and rapid progress made as the result of this imaginative and challenging task.
- There is not enough outstanding teaching to ensure all pupils make excellent progress so that their achievement can move to the next level. At its very best, teachers have very high expectations of their pupils. Most make excellent use of questions to locate the precise nature of any one pupil's misunderstanding so that pupils see immediately where they have gone wrong and understand how to develop their ideas better and move forward in their learning. However, it is clear from lesson observations that not all teachers show these high expectations when they mark pupil's books or provide helpful advice as to the next steps in learning. Teachers do not routinely show pupils how to achieve a higher level or check that this advice has been followed.

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- In the books seen during the inspection it was clear that pupils are not given enough opportunities to write at length in their literacy or their topic books so they are not able to practise or refine their writing or develop their skills to the full.

The behaviour and safety of pupils are good

- Pupils show great enjoyment in their lessons and are keen to show what they can do. They are often totally engrossed in their tasks, and respond quickly to teachers' instructions.
- The behaviour of pupils is good. Parents and staff agree that pupils behave well. Pupils told inspectors that this is typically the case and that teachers are fair. They show a good understanding of the rewards and sanctions applied consistently by all staff, explaining that this starts with a 'look' followed by a 'quiet word', but quickly escalates if necessary to prevent their learning being disrupted.
- Behaviour around the school is calm and orderly and pupils are polite and welcoming to visitors, for example by holding doors open or showing the way. Pupils get on well together in the playground and enjoy working with sports coaches to ensure they stay fit and healthy.
- The school's work to keep pupils safe and secure is good. Pupils were clear that bullying is rare and that strong action would be taken to address racism or other discrimination. They show a good understanding of what to do if they experienced any cyber-bullying and say that they feel safe at school and that adults support them well.
- The school uses rigorous systems to make sure that pupils attend regularly; consequently, attendance rates are rising and persistent absence is falling.
- The school provides good support for families facing challenging circumstances and nurture care is provided for those for whom circumstances may make them vulnerable, including the provision of a gardening club.
- Pupils enjoy taking responsible roles such as through the school council and older pupils support younger ones well.

The leadership and management are good

- The headteacher has been single-minded and highly effective in his drive for improvement. He has surrounded himself by an extremely strong senior team and has built the capacity of his subject and phase leaders so that they fully share in driving improvement further. Staff understand that only good or better teaching will do. Staff morale is high and teamwork strong so that staff support each other. Very clear procedures are in place to ensure that all school policies for teaching and the management of behaviour are followed consistently by all staff.
- Procedures to monitor the quality of teaching are exemplary and include the full participation of subject and phase leaders who are held to account for progress in their areas of responsibility. Training and support are quickly provided to address any areas for development that are identified.
- Leaders have a clear view of the school's strengths and weaknesses, and the development plan sets out appropriate priorities. Leaders are thorough in their tracking of progress and their

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analysis of pupil performance, so that underachievement is quickly and comprehensively addressed. Clear procedures are in place to ensure that teachers are held to account for their pupil's progress and to ensure that there is equal opportunity and no discrimination.

- The curriculum is effective in supporting good progress, and is used flexibly to provide activities that meet the pupil's different abilities and needs. This enables the higher-attaining pupils to be effectively challenged. Clear systems are in place to enable pupils to receive extra support as soon as a need arises, for example if pupils themselves say that they don't understand the task they have been set. Exciting trips and events, such as the Commonwealth games project, enrich pupils' experiences. The curriculum is underpinned by a strong focus on the development of basic skills and ensuring good spiritual, moral, social and cultural development.
- The leadership of the Early Years Foundation is strong. Progress data is used effectively to enable teachers to plan activities that meet the needs of all groups of pupils, including those who speak English as an additional language. Excellent teamwork between the school and parents has been established. External agencies are used to support children with specific needs. Assessment is thorough and detailed and the school is introducing computer tablets so that it can better share children's learning journeys with their parents.
- The local authority monitors the school's work appropriately and provides an improvement partner who makes regular visits to the school to provide support where needed. Links between local schools provide opportunities for staff to share training and good practice.
- The school's work to engage parents in the education of their children is exemplary. The highly effective 'stay and learn' sessions in the Early Years Foundation Stage establish good relationships with parents from the moment children first start school. Parents are frequently invited to share in special activities such as the Year 2 'Wedding' celebration. The 'parent view' group meets regularly to feedback their views on school issues and training is offered for parents to enable them to support their child's reading. A school 'App', in addition to the website, provides instant information for parents.
- **The governance of the school:**
 - Governors are very well organised and led. They have an in-depth understanding of how well the school is performing compared with other schools. The school improvement committee is divided into sub-groups, each effectively monitoring a priority for further improvement. They have sought appropriate training and continually question and challenge the school's leaders, holding them to account for all aspects of its work. They visit the school regularly. Governors know the strengths and areas for development in teaching and ensure that only good performance leads to appropriate pay rises and promotion. They check thoroughly that additional funding is used appropriately to close gaps in attainment between different groups of pupils. They ensure that safeguarding and health and safety practices meet current national requirements.

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	103777
Local authority	Dudley
Inspection number	442543

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Malcom Kendall
Headteacher	Brad Jones
Date of previous school inspection	29 January 2013
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