

Tribal
1-4 Portland Square
BRISTOL
BS2 *RR

T 0300 123 1231
Text Phone: 0161 6188524 **Direct T** 0845 123 6001
enquiries@ofsted.gov.uk **Direct F** 0117 315 0430
www.ofsted.gov.uk **Direct email:** [Saraj/Cartlidge@tribalgroup.com]

20 May 2011

Mrs Glenys Ingham
The Headteacher
Brockley Primary School
Brockley Road
Brockley
London
SE4 2BT

Dear Mrs Ingham

Special measures: monitoring inspection of Brockley Primary School

Following my visit with Patricia Methan Her Majesty's Inspector and Jennifer Bax, Additional Inspector, to your school on 18 and 19 May 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in November 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Newly qualified teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board, and the Director of Children's Services for Lewisham.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2010

- Raise attainment and accelerate progress in English and mathematics consistently across all year groups so that by the end of Year 6 pupils have reached standards that are closer to national age-related expectations.
- By July 2011, improve the quality of teaching and learning so more lessons are good than satisfactory and none is inadequate through:
 - checking that work and activities are matched accurately to the needs and abilities of individual pupils
 - ensuring teachers mark work and set personal targets that allow the pupils to take more responsibility for their own learning
 - giving pupils more chance for creative first-hand experiences to extend opportunities for lively writing.
- By July 2011, increase the contribution and effectiveness of senior and middle managers to secure sustainable improvement by:
 - observing lessons in order to identify what is required to improve the quality of teaching and learning and taking steps to ensure that they improve
 - extending opportunities for successful professional development through links with expert practitioners beyond the school to guide leaders at all levels in their actions to raise attainment.

Special measures: monitoring of Brockley Primary School

Report from the first monitoring inspection on 18 and 19 May 2011

Evidence

Inspectors observed the school's work. All ten classes were seen and joint lesson observations were conducted with members of the senior leadership team. Inspectors scrutinised documents including development plans and self evaluation. They met with the executive headteacher, the head of school and other key staff, the chair of the interim executive board and representatives from the local authority. They spoke informally with staff, parents, carers and pupils during the course of the visit.

Context

Since the section 5 inspection an executive headteacher and head of school have been appointed following the resignation of the previous headteacher. An interim executive board is in place. Several staff changes have taken place and three new teachers have been appointed for September 2011. Most other teachers are recent appointments; from September 2010 onwards.

Pupils' achievement and the extent to which they enjoy their learning

Pupils are enjoying their learning and the conditions for good learning are becoming established in all classes. Pupils' attitudes have improved and this represents the first step in improving their progress and attainment.

There is evidence of improved attainment in some classes, however it remains low overall. Standards in literacy and numeracy are low because of a legacy of significant gaps in pupils' understanding of the basic skills. Where there has been clearly targeted and sustained intervention, progress is approaching national expectations, for instance for some of the older pupils. Progress is not yet even across classes or between subjects because of inconsistencies in the quality of teaching. The school's own assessment information suggests that attainment at the end of Key Stages 1 and 2 is likely to improve to meet targets which are closer to national averages.

Progress since the last section 5 inspection on the areas for improvement:

- raise attainment and accelerate progress in English and mathematics consistently across all year groups so that by the end of Year 6 pupils have reached standards that are closer to national age-related expectations – satisfactory.

Other relevant pupil outcomes

Staff, pupils and parents feel behaviour is improving. There is an ethos of mutual respect modelled by senior leaders which permeates all relationships in the school. Clear routines and consistently higher expectations of all pupils' behaviour are established. The pupils are learning specific strategies to support good behaviour, including guidance on how to maintain good relationships and how to manage anger or frustration. This is reinforced to the whole school including through assemblies. The work of the learning mentor, in partnership with the head of school, is supporting individual pupils by monitoring their behaviour daily and stepping in quickly to offer support before matters escalate. Behaviour in lesson is generally good and pupils collaborate effectively when required to work in groups. Very occasionally behaviour deteriorates when the pace of learning slows or the activities are not sufficiently engaging. Pupils feel safe at school and safeguarding procedures are robust.

Pupils feel they have a voice in the school and have confidence that matters raised, for example in the school council, will be acted upon. They are excited about the recent introduction of a buddy system to support pupils at playtimes.

Attendance levels have improved due to effective initiatives, including careful monitoring of individuals, support and intervention when there is low attendance, and good partnership work with the local authority.

The effectiveness of provision

Teaching is improving. There is real enthusiasm and determination among the teaching staff to continue the trend. However, it is not yet consistently good enough to secure good progress for all pupils. Nevertheless, the foundations have been laid. Long-term plans are in place so that teachers are clear about what they will be teaching over time. There are minimum expectations for teachers' daily lesson plans, for example differentiated tasks are consistently planned for. The use of lesson aims and clear means of judging their achievement are widespread, although used to better effect in some lessons than others when, for instance, they are not sufficiently clear to pupils. The best lessons are engaging pupils through starting points that interest them and a real purpose to their learning. For example, in one lesson pupils were writing an instruction booklet on how to care for Oliver the guinea pig who visited their classroom.

Teaching assistants contribute well to the progress of lower attaining pupils and those with special educational needs and/or disabilities in particular, through supportive guidance during lessons. However, teaching is not consistently meeting the needs of all pupils and there are missed opportunities to adapt lessons or tailor questions to extend learning.

Assessment procedures are improving and there is a growing confidence in the accuracy of assessment information, although it is not used consistently to ensure

that higher achieving pupils are sufficiently supported or challenged. Marking provides praise and specific guidance to pupils on how to improve their work and pupils have individual learning targets, but there is little evidence of pupils responding to teachers' marking.

The curriculum has improved. There are many more enrichment activities and opportunities to extend pupils' experiences, for example through visits to theatres, museums and farms. Cross-curricular links are being made in pupils' learning, including when pupils' writing is based around their history topic. These curricular improvements do not yet provide enough opportunities for lively and extended writing however. The curriculum has not been evaluated to ensure that it is relevant to these pupils.

Art provision is a strength and appreciated by pupils who produce some high-quality work which can be seen in displays around the school. Pupils whose attainment may be low in other areas appreciate the success they can achieve through expressing themselves artistically.

Progress since the last section 5 inspection on the areas for improvement:

- improve the quality of teaching and learning so more lessons are good than satisfactory and none is inadequate – satisfactory.

The effectiveness of leadership and management

All members of the school community feel the school is improving because of the impact of the senior leadership team and the highly effective partnership of the executive headteacher and head of school. There is considerable confidence in these senior leaders who communicate an ambitious vision and have developed a culture of striving for improvement and a 'can-do' approach.

Improvements in teaching are as a result of systematic and accurate monitoring and self-evaluation by a range of leaders supported by appropriate professional development opportunities. However, these improvements have yet to secure the consistently good teaching which will lead to securely better attainment across all year groups. The wider leadership team, including subject leaders, is clear about the strengths and weakness in their areas of responsibility. All staff are keen to build their own skills and learn from others. Although pupils with special educational needs and/or disabilities and those for whom English is an additional language are generally well supported in lessons, there is a need for greater coordination and tracking of their individual progress.

The interim executive board, which comprises individuals with appropriate skills and experiences, has a clear action plan and appropriate priorities which assist the school in addressing key issues. Members of the board effectively support leaders and managers in addressing the key issues from the previous inspection. The challenge of the school is targeted and rigorous.

Progress since the last section 5 inspection on the areas for improvement:

- increase the contribution and effectiveness of senior and middle managers to secure sustainable improvement – good.

External support

The local authority provides valuable support outlined in the appropriate statement of action. Consultants provide advice and training that is appreciated by teachers. Links with a partner school provide opportunities to share best practice and have been helpful in improving aspects of teaching, such as the quality of planning.