

Brookside Infant School

Inspection report

Unique Reference Number	102289
Local Authority	Havering
Inspection number	355166
Inspection dates	18–19 January 2011
Reporting inspector	Mary Summers

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Jill Martin
Headteacher	Angela Winch
Date of previous school inspection	16 May 2008
School address	Dagnam Park Drive Harold Hill Romford RM3 9DJ
Telephone number	01708 343066
Fax number	01708 343932
Email address	office@brookside-inf.havering.sch.uk

Age group	3–7
Inspection dates	18–19 January 2011
Inspection number	355166

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons which were taught by a total of nine teachers. They observed the school's work, and looked at documents associated with safeguarding procedures and self-evaluation. They examined data and information about pupils and looked at samples of their work. They also scrutinised improvement plans as well as planning for lessons and the curriculum. Minutes from meetings held by the governing body, and monitoring and evaluation reports written by senior leaders as well as by the local authority were also examined. Inspectors took account of the views of 21 members of staff who had completed questionnaires as well as the content of 43 questionnaires that had been completed and returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of pupils with special educational needs and/or disabilities to check they are receiving well-focused teaching and support. ♦
- Pupils' learning and progress in mathematics throughout the school, especially of more-able pupils.
- The impact of the new senior leadership team on the work of the school.
- How well the school promotes community cohesion by helping pupils understand about life in communities outside their own experience.

Information about the school

Most pupils who attend this average-sized school come from the immediate area. The very large majority are from White British backgrounds, although the proportion of pupils of other ethnicities is growing steadily. Currently, about one in twelve pupils come from homes where English is not the first language, and this figure is below the national average. A quarter of these pupils are in the early stages of learning English. The proportion of pupils known to be eligible for free school meals is high. More pupils than average are identified as having special educational needs and/or disabilities, although the proportion with statements of special educational needs is very low. Many of those identified have speech, language and communication difficulties. The school has won a number of awards in recent years, including the Activemark and Healthy School Status.

The school shares its site with Brookside Junior School. There have been significant changes to the school's leadership since the last inspection, including a new headteacher and deputy headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school where pupils are known as individuals and receive effective levels of support and encouragement. As a result, they grow into confident young learners who respect one another's views and opinions. Pupils' good behaviour has a positive impact on their learning. They are well motivated and enjoy coming to school, as their active participation in lessons shows. They feel safe and well cared for. Parents and carers value all the support the school offers. One, echoing the views of many, wrote, 'The staff go above and beyond their duties with my child and I really appreciate all they do for my child and family.'

Pupils' achievement is good. By the time they leave the school at the end of Year 2, their attainment is broadly average. This represents good progress since they started school in the Nursery, when their development is often significantly below the levels expected for their age. Progress in reading and writing is good in Years 1 and 2, because teachers have secure strategies to teach phonics and give the pupils many opportunities to practise their reading and writing in other subjects. Good teaching in many areas of the school's lively and stimulating curriculum helps pupils to achieve well in their personal and academic development. Pupils' achievement in mathematics, while satisfactory, is not as good as in reading and writing. Currently, assessment information about mathematics is not being used well enough to plan activities that challenge all groups of pupils sufficiently, especially those who are more able.

Children in the Early Years Foundation Stage make satisfactory progress. They enjoy coming to school and quickly develop good relationships with adults and other children. Progress is good in some aspects of learning, for example, physical and creative development, where children enjoy using a wide range of art materials and musical instruments. However, progress is satisfactory in communication, language and literacy and in mathematical development. Ongoing progress is not being tracked carefully enough and so there is insufficient information to plan activities that closely meet children's individual needs and abilities. Sometimes the activities are not exciting enough to maintain their interest. The outdoor area is extensive but is not being used to its full potential to promote children's learning and development in literacy and mathematics.

Teachers maintain pupils' attention and interest well by presenting stimulating lessons which involve pupils practically in their learning. Pupils in Year 2, for example, developed their understanding of how their bodies work when they experimented together to see how exercise affected their breathing. Pupils enjoy the wide range of experiences offered through the curriculum, including visits to museums and wildlife centres, which add excitement and enrichment to their learning. The school is quick to identify pupils who are experiencing difficulties and seeks prompt support and advice from outside agencies. Learning mentors play a key role in this process and have been instrumental in raising

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

attendance levels and increasing parents' and carers' involvement in their children's education.

The headteacher has a very clear vision and an accurate understanding of the school's strengths and weaknesses. Improvements have been made in many areas and have shown a clear impact on pupils' progress. Pupils with special educational needs and/or disabilities, for example, are now making good progress because procedures to identify and support them have been reviewed and strengthened. Improvement since the last inspection has been good, with boys now reaching much higher levels in reading and writing than previously. These improvements, together with the unswerving determination of the headteacher and strong support from the whole-school community, mean that the school is well placed to continue to improve in the future.

What does the school need to do to improve further?

- Raise pupils' achievement in mathematics to match that in reading and writing by ensuring that assessment information is used effectively to plan lessons which challenge all pupils, especially those who are more able.
- Improve provision and outcomes in the Early Years Foundation Stage by the end of summer term 2011 by:
 - ensuring that independent activities engage and challenge children more effectively, especially in communication, language and literacy and mathematics
 - assessing children's ongoing progress more rigorously
 - using the results of assessments to plan activities that more closely meet children's different needs and abilities
 - using the outdoor area more effectively to support children's development in communication, language and literacy and mathematics.

Outcomes for individuals and groups of pupils

2

Children's skills vary considerably when they start in the Nursery but, overall, are low for their age. They make satisfactory progress in the Early Years Foundation Stage and good progress in Years 1 and 2. Girls and boys achieve well and thoroughly enjoy learning. Last year pupils did not achieve as well in mathematics as they did in literacy and the school is currently focusing on this subject to develop teaching and learning. Pupils are very keen to learn, and apply themselves well in lessons. They work well individually, in pairs and in small groups. In a literacy lesson in Year 2, for example, the pupils worked with their partners to sequence their own 'Funnybones' story into a beginning, middle and end. They shared their opinions enthusiastically and listened to one another's points of view before acting their story out to see if it worked. With the teacher's and other adults' careful support, they were able to refine their ideas to make a cohesive sequence of events. Pupils with moderate learning difficulties make especially good progress when they are supported by teaching assistants. They are encouraged to take a full part in lessons, often rehearsing their answers with assistants before offering their contributions.

The school's work to gain the Activemark award has helped pupils understand the importance of healthy lifestyles, which most adopt. Pupils make a good contribution to their own school community, through their work as class councillors and playground

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

monitors. They play an active role in the local community, presenting concerts and assemblies for parents and carers and carol singing at the local shops. Pupils have good spiritual awareness and a keen sense of right and wrong but their understanding of different cultures is still developing. Their broadly average basic skills, coupled with their good personal development and average attendance, mean they are adequately prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A wide range of activities is organised to make learning fun for pupils. Pupils especially enjoyed working with an artist in residence, producing high quality paintings and drawings of sea life and, at the same time, extending their vocabulary and spiritual awareness. Pupils benefit from a specialist music teacher and visiting theatre companies, who teach them about, for example, life in Victorian times. Many engage in the wide range of after-school clubs on offer, including art, yoga and philosophy. Subjects are linked to make learning more relevant and interesting for pupils. For example, Year 2 pupils practised their literacy skills when they wrote about the life of Florence Nightingale as part of their work in history. Computers are used daily to support pupils' learning in all subjects. The school offers a few useful opportunities to extend pupils' knowledge of cultures outside their own experience but these are not planned well enough throughout the curriculum for pupils to be really secure in their knowledge and understanding.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils with special educational needs and/or disabilities receive good teaching and high levels of care and attention. Their needs are carefully assessed and individual programmes implemented to help them learn successfully. Very good links with external support agencies ensure that specialist advice can be gained to help school staff meet pupils' individual needs effectively. Teaching assistants follow up the advice from speech and language therapists to help pupils with communication difficulties. Good systems are in place to ensure that pupils from homes where English is not the first language receive effective support and are able to play a full part in lessons and in school life. Procedures to improve attendance are rigorous and have resulted in a steady reduction in persistent absence. Efforts continue to persuade more parents and carers to ensure their children attend school regularly.

Teachers have very positive relationships with pupils and manage their behaviour well. They use a variety of strategies to maintain pupils' attention successfully, such as questioning, paired discussion and group work. They mark pupils' work regularly and use the school's marking policy correctly. The over-use of worksheets has contributed to a lack of independence in pupils' recording of their work and missed opportunities for pupils to respond to teachers' marking. This practice is changing and pupils are being given individual books to complete their work. Teachers always make it clear to pupils what they are going to be learning during the lesson and what they have to do to achieve success, and this is an effective way of harnessing their motivation and enthusiasm. However, in mathematics, the work is not always pitched at the correct levels to help all groups of pupils make enough progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads the school's work strongly and shares her vision effectively with staff. She is ably assisted by the deputy headteacher, who, although relatively new, has already made a clear impact on the school's work. There is a strong sense of teamwork around the school and an obvious commitment towards improvement. Plans for school improvement are based on well-organised evaluation systems which involve all senior leaders. The new 'Managed Learning Environment' is not yet well established but is proving an exciting new development to improve communication between all stakeholders. The governing body provides good support and is keen to be more effective in helping the school to move forward. A training programme is planned to help them take a more active role in challenging performance and contributing to self-evaluation procedures.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

There are clear systems to ensure that pupils are safe in school. Safeguarding practices are effective, and checked by the governing body and senior staff regularly to ensure that they are working successfully. All staff are regularly trained in child protection and there are robust procedures to ensure that appropriate checks are made about the suitability of new staff. Staff promote equality of opportunity well. Racist incidents or any form of discrimination are rare, and procedures are in place to ensure that any which arise are tackled promptly. The school correctly judges its provision for community cohesion as satisfactory. There is a strong sense of community within the school and locality, and links with communities further afield are developing satisfactorily. Parents and carers receive good levels of information about the curriculum and their children's progress. The school organises a wide range of workshops and meetings to help them support their children effectively at home.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Sound induction procedures mean that children start in the Nursery with reasonable levels of confidence. Parents and carers are provided with useful guidance about the curriculum and how they can support their children's learning at home. The children come into school happily each morning, keen to participate in all the activities provided for them. They enjoyed singing together and playing musical instruments, for example, when they learned how to listen to one another and take turns. Regular use of computers helps children gain confidence in the use of technology.

Children start school at levels that are low for their age. They make satisfactory progress through Nursery and Reception but many do not meet expected levels for their age when they transfer to Year 1, especially in literacy and numeracy. Whole- class sessions help children develop an awareness of numbers, letter names and sounds but independent

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

activities to promote these aspects are not sufficiently stimulating to attract and maintain children's interest and help them consolidate their learning. Children's progress is not assessed well enough on a day-to-day basis to provide useful information about children's individual needs so that activities can be organised to support and challenge them at different levels.

Leadership and management are satisfactory. Careful attention is paid to ensuring that children are safe and secure. Adults are well trained in first aid and are quick to respond to any health and safety issues. The outdoor area has been extended and provides an exciting resource for children to enjoy. It is used daily by groups of children but is not being used to its full potential to provide a full range of stimulating activities to promote children's learning in literacy and mathematics.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The questionnaire was returned by a small minority of parents and carers, and the proportion was lower than the national average. Those who responded are extremely positive about the school's work. All agree that their children are kept safe, that the teaching is good and they receive good levels of information about their children's progress. They all say they receive good advice about how to help their children at home and that children's needs are met effectively within the school. Parents and carers think that the school is well led and managed. These positive views were endorsed by inspection findings.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	12	28	0	0	0	0
The school keeps my child safe	31	72	12	28	0	0	0	0
My school informs me about my child's progress	33	77	10	23	0	0	0	0
My child is making enough progress at this school	29	67	13	30	0	0	1	2
The teaching is good at this school	35	81	8	19	0	0	0	0
The school helps me to support my child's learning	30	51	20	47	0	0	0	0
The school helps my child to have a healthy lifestyle	22	51	20	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	56	17	40	1	2	0	0
The school meets my child's particular needs	26	60	17	40	0	0	0	0
The school deals effectively with unacceptable behaviour	24	56	18	42	0	0	0	0
The school takes account of my suggestions and concerns	24	56	18	42	0	0	0	0
The school is led and managed effectively	31	72	12	28	0	0	0	0
Overall, I am happy with my child's experience at this school	29	67	14	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 January 2011

Dear Pupils

Inspection of Brookside Infant School, Romford RM3 9DJ

Thank you so much for welcoming us recently and telling us about your school. Your views, along with everything else that we saw, helped us to get to know your school and how well it works. You go to a good school and these are some of the important things we found out about it.

- All the adults take good care of you and help you if you have any problems.
- You understand what it means to be healthy, and you enjoy your physical education lessons and 'Active8' sessions.
- You support and respect each other well.
- Your behaviour is good in lessons and around the school.
- You work hard in lessons and try to do your best.
- The teaching is good and helps you to make good progress.
- The people in charge are doing a good job in helping the school become even better than it is now.

Although your school is improving well, there are a few things that could be even better. We have asked your school to make sure that mathematics lessons give you enough challenge to ensure you all make even better progress. We have also asked the adults to give you better opportunities to practise your reading, writing and mathematics skills in Nursery and Reception.

You can all play your part in helping your school to become even better by making sure you come to school every day, continue to work hard and do your best in lessons.

Yours sincerely

Mary Summers

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.