

# Brockley Primary School

## Inspection report

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<b>Unique Reference Number</b>	100674
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	354862
<b>Inspection dates</b>	24–25 November 2010
<b>Reporting inspector</b>	Sarah McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcom Snell
<b>Headteacher</b>	Evelyn Igbiginie
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Brockley Road, Brockley London SE4 2BT
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 11 teachers and 11 lessons. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 52 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 extent to which different groups of pupils, such as girls in Key Stage 1 and pupils who do not claim free school meals in Key Stage 2, make similar progress
- the consistency of the quality of teaching and learning across all classes in raising attainment in English and mathematics
- the effectiveness of the contribution of all leaders, including members of the governing body, to school improvement
- whether all pupils behave well enough.
- how successfully the school is encouraging parents and carers to be active partners in their children's learning.

## Information about the school

Brockley Primary is an average-sized, one form-entry school with an extra class in Year 1 and in Year 2. A very large majority of the pupils are from minority ethnic groups, mostly Black Caribbean. More pupils than average are known to be eligible for free school meals. Nearly half the pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is higher than in most primary schools.

The Early Years Foundation Stage comprises one Nursery class and one Reception class. Most children attend Nursery part time, either in the morning or afternoon, and a few stay for the full day. The governing body does not manage the breakfast or after school care, although a private provider runs child care on the site.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

None of the pupils makes sufficient progress in their learning; it is inadequate. Of particular concern is the lack of progress in Key Stage 1. Pupils enter Year 1 from the Early Years Foundation Stage with skills that are well below expectations for their age. Over time, pupils do not gain sufficient ground in their learning to recover sufficiently from very low levels of attainment reached by the end of Year 2. Despite extra booster sessions and one-to-one tuition that help pupils in Year 5 and Year 6 accelerate learning, pupils do not make enough progress over Key Stage 2 to raise attainment to levels similar to those seen nationally. For the last five years, pupils have scored significantly below the national average in their Year 6 tests for English and mathematics. The quality of teaching is slowly beginning to improve in a few classes, but it is still not good enough to quicken pupils' learning so that they achieve as well as they should. A high turnover of staff has militated against consistently high expectations being assured in all lessons. Teachers do not match work carefully enough to meet the needs of all the pupils in their class. Often, able pupils find the work too easy and those who are not fluent in English have difficulty reading instructions. Marking and target setting are sporadic and do not always give pupils sufficient pointers on how to improve their work. Consequently, pupils do not know how well they are doing. Leaders have not been active enough in investigating why attainment has been low in English and mathematics for so long, or how they could adapt the way lessons are delivered to meet pupils' needs. The curriculum provides insufficient coverage of science, history and geography. This not only deprives pupils of opportunities to extend their experiences beyond their everyday lives, but also means opportunities are missed to extend and stimulate writing. Pupils are keen to do more art, design and technology and music to move their school day from the routine to the more exciting.

The school development plan sets out a well-defined timescale for improvement and the headteacher has a clear list of priorities. However, with some senior leaders being very new to their role and some absent, the school currently does not have a strong enough team to bring about the necessary improvement in performance. Senior leaders do not spend enough time observing lessons to gain a clear picture of why pupils are not making the progress that they should. Without this knowledge, they are unable to be fully effective in raising standards and improving achievement. Despite the involvement of external professionals in supporting improvement, several teachers and teaching assistants feel appropriate provision is not made for their professional development. Links with experienced practitioners to assist in raising achievement are not yet having the

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desired effect. New appointments to the governing body have brought professionalism and challenge and governors are keen to take action to tackle pupils' underachievement.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are safe in the school's care. Most pupils behave well although there is a small number who lack self-discipline. However, effective management ensures that disruption to learning is kept to a minimum. The rate of attendance has improved and is average. Nevertheless, pupils' low literacy and numeracy skills do not put them on an equal footing with similar pupils in other schools, so they are ill-prepared for secondary school and the eventual world of work.

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

- 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.

**Outcomes for individuals and groups of pupils****4**

Pupils' attainment in English and mathematics is well below expectations for their age: their academic achievement is not good enough. The learning of many pupils has suffered partly because they have had several teachers over a year and good habits have not been instilled. Pupils with special needs and/or disabilities and those who do speak English as an additional language feel at ease in the school but fail to make the progress they should because they are either left to struggle or given work that is undemanding. Most pupils behave well in lessons, but many lack a sense of urgency and underachieve because they produce little work in the time given. Presentation is often shoddy, not helped by widespread use of pencil up to Year 6. In some classes, pupils engage well with each other to develop their learning. For example, pupils made great strides in converting percentages to fractions when they had a chance to talk with partners to test their theories. When activities are inspiring and catch pupils' imagination, as in a literacy lesson

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to write letters to Santa Claus, pupils respond well and make good progress. More often, pupils lack sparkle and zest in their learning. They tend to wait to be told what to do and are reluctant to offer ideas and suggestions.

Relationships between pupils are satisfactory and new pupils settle in with help from friends. Pupils feel safe and know whom to turn to if at all worried. They say any incidents of poor behaviour are dealt with promptly and consistently. Most pupils know what they should do to lead healthy lives. A growing number are walking to school. However, some pupils do not apply their learning about healthy food and too readily throw away good food at lunchtime. School councillors are proud of their responsibilities as ambassadors for the school. Several pupils talked enthusiastically about their contribution to the design for the new building. However, pupils are not sufficiently involved in helping to shape the curriculum so that it is more personally relevant and stimulating.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>4</b>

<sup>1</sup> 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?**

The quality of teaching is inadequate. A high turnover of staff results in lessons which are not planned on the basis of previous assessment and so do not cater adequately for the needs of individual pupils. Consequently, pupils almost invariably all do the same work, though it occasionally differs for those who have special educational needs. Too many worksheets make learning dull and do not give the more-able pupils scope to write with imagination and independence. On occasion, lessons move along at a brisk pace, but too

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often teaching is not inspirational enough. The introduction of 'dialogue' between pupils is enlivening some lessons, but teachers are not always quick enough to notice if this is effective. In some lessons, pupils with special educational needs and/or disabilities and those with limited English are successfully enabled, by teaching assistants, to be full participants in the lesson. However, at other times these pupils are sidelined and given work that has no bearing on what their peers are doing in the main lesson. Marking is not regular or constructive and does not follow a consistent pattern between classes. A few teachers add useful extra tasks, but then fail to check pupils have done them to improve their work. Personal targets are not regularly set in all classes, so pupils do not have clear guidance on how they can improve their learning.

The curriculum lacks vitality and relevance to many pupils, resulting in lacklustre learning and underachievement. Pupils are proud of their displays in the corridors, but exercise books have scant coverage of more practical subjects such as art and design or thought-provoking themes linked to religious education. A heavy emphasis on lessons linked to literacy, phonics, reading and story time squeezes out other subjects to the detriment of creativity and imaginative experimentation. Despite this, writing standards are too low because the chance to write is not being threaded in interesting ways into other subject areas. Pupils look forward to their trips out of school and they are offered a satisfactory range of clubs.

Pupils and their parents and carers feel welcome in school and able to turn to staff for help and advice. Care and attention for pupils whose circumstances make them vulnerable are satisfactory, aided by effective support from outside experts. The school has worked effectively to ensure most pupils attend regularly, checking carefully on those who miss school without notice.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## **How effective are leadership and management?**

Leaders and managers have not acted effectively enough to tackle the low standards and underachievement. The headteacher, with some of her senior leadership team, is working closely with the local authority to drive improvement. However, the impact is too limited because of a series of staff absences and resignations, not least amongst the senior leadership group. Subject leaders, several of whom are new to their role, are insufficiently clear why pupils are not progressing as fast as they should. Not enough time is spent scrutinising pupils' learning from evidence in exercise books and in lessons. Consequently, the school's evaluation of its own performance is over-generous and not getting to the heart of the underachievement. The vacant inclusion manager post means academic

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support for pupils with special educational needs and/or disabilities and with English as an additional language is invariably undertaken on an impromptu basis in each class. Training sessions and opportunities for teachers and support staff to learn from excellent practice in other schools is not yet having sufficient impact on their own quality of teaching and support.

The governing body is well organised and understands the challenges facing the school. Governors and all staff have been suitably trained in child protection procedures. Safeguarding systems are regularly reviewed and a close eye is kept on those pupils most at risk. The school communicates well with parents and carers, providing plenty of information on school activities and their children's progress. A significant number of parents are hard to engage in their children's learning, but gradually the school is seeing some success. The school's leaders ensure there is no discrimination of pupils, but inadequate teaching means pupils do not have sufficiently equal opportunity to make the best of their time at school and achieve as they should. Staff ensure that school life is harmonious, with pupils appreciating each other's differences and celebrating the main religious festivals. Leaders monitor the welfare of different groups, but this has not yet extended pupils' experience of other ways of life by linking with different schools in the United Kingdom or across the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children enter the Nursery and Reception at different times, often with underdeveloped skills and limited English language. Home visits help children to feel at ease on arrival and build up satisfactory relationships between parents and staff. Children make satisfactory progress across the Early Years Foundation Stage, with often good progress in their personal development and social skills. Behaviour is good and most pupils quickly learn



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how to help clear up and look after each other. However, a few children find it difficult to interact and prefer to play on their own. In a good Reception lesson, the teacher made a point of putting children in pairs to sing 'Row, row the boat' so they could enjoy rocking to and fro together to develop their love of new words. However, progress in communication, language and literacy is too variable because not all staff are consistent in encouraging children to respond with more than one word answers.

The new Early Years Foundation Stage leader plans lively activities that capture the children's imagination and encourage independence and exploration. However, this is more successful in the Reception class than in the Nursery class. Staff are building up their knowledge of how to match activities to children's needs. They all help in collecting observations of how each child is progressing, but the accumulated information is not yet used comprehensively enough in planning each day for children's personalised learning. Currently leaders are having a satisfactory effect on the children's learning, and lead with knowledge and enthusiasm.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

About a fifth of parents and carers returned questionnaires. Very few contained additional comments. All those who responded believe their children enjoy school and almost all think their children are kept safe. A small minority have concerns that their children do not make sufficient progress and are not encouraged to lead healthy lives. The inspectors agree that not all pupils make adequate progress in their learning, but judge that the school supports pupils satisfactorily in leading healthy lives.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brockley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	58	21	40	0	0	0	0
The school keeps my child safe	27	52	23	44	1	2	0	0
My school informs me about my child's progress	29	56	23	44	0	0	0	0
My child is making enough progress at this school	26	50	21	40	5	10	0	0
The teaching is good at this school	27	52	23	44	1	2	0	0
The school helps me to support my child's learning	25	48	23	44	2	4	0	0
The school helps my child to have a healthy lifestyle	17	33	27	52	5	10	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)	18	35	31	60	1	2	0	0
The school meets my child's particular needs	21	40	24	46	3	6	0	0
The school deals effectively with unacceptable behaviour	22	42	20	38	3	6	2	4
The school takes account of my suggestions and concerns	22	42	22	42	4	8	0	0
The school is led and managed effectively	19	37	27	52	0	0	2	4
Overall, I am happy with my child's experience at this school	23	44	25	48	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 November 2010

Dear Pupils

**Inspection of Brockley Primary School, London SE4 2BT**

Thank you very much for helping us on the inspection by talking to us, completing the questionnaire and showing us what you can do. Your parents believe you are in safe hands when at school. We agree. We were impressed with the way most of you behave, although a few of you can be a little rowdy at break times and do not listen in lessons. You take healthy exercise but need to make sure you do not throw away good food at lunchtimes. We are glad that your attendance has improved and is now satisfactory. You need to improve your reading, writing and mathematics skills so that you have a wider choice of what to do when you are grown up, whether at university and or in work. At the moment, you do not make enough progress and do not reach the standards you should.

Our main concern is that teaching, and the way lessons are organised, do not always help you make enough progress in your learning. We have put the school into 'special measures', and the headteacher and governors will be given extra help to improve your learning.

To make the school better we have asked the headteacher and the governors to do three things:

- to help you make better progress so that you reach national standards in ♦ English and mathematics ♦
- to make sure teachers set you work that is not too easy or too hard, but just right, let you know how you are doing through marking and personal targets and make lessons more exciting to help you improve your writing
- to develop the expertise of your senior teachers in identifying what is not going well and finding ways to improve things.

We enjoyed our visit to your school. I am sure all your teachers will continue to work to make your school a special place for you. You can all help by continuing to be positive, helpful and make the most of your time at Brockley Primary.

Yours sincerely

Sarah McDermott

Lead inspector

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