

Brockley Primary School

Inspection report

Unique Reference Number	100674
Local Authority	Lewisham
Inspection number	375363
Inspection dates	11–12 October 2011
Reporting inspector	Michelle Winter HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	Interim executive board
Chair	Chris Ashton
Executive headteacher/head of school	Glenys Ingham / Trefor Marsh
Date of previous school inspection	24 November 2010
School address	Brockley Road Brockley London SE4 2BT
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Age group	3–11
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors. Teaching and learning were observed in 12 lessons taught by 11 teachers. Meetings were held with groups of pupils, the Chair of the Interim Executive Board and staff. The inspectors observed the school's work and examined documents including safeguarding records, the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas which were identified as areas for improvement at the last full inspection of the school.

- Pupils' attainment and progress in English and mathematics.
- The quality of teaching and learning, including the effectiveness of assessment, the use of pupil targets, and matching work to pupils' differing attainment levels.
- Opportunities for pupils' creative first-hand experiences to extend their opportunities for lively writing.
- The effectiveness of leaders to secure improvement through the monitoring of lessons.
- Opportunities for leaders' professional development to enable them to be effective in raising pupils' attainment.

Information about the school

The school has high proportions of pupils eligible for free school meals and pupils from minority ethnic groups. Nearly half of pupils speak English as an additional language with large numbers who are new to English. The percentage of pupils with a statement of special educational needs and/or disabilities is double the national average. A larger than average proportion of pupils enter and leave the school during the school year. The school has part-time Nursery provision. Children transfer to the Reception class from the Nursery and a range of other pre-school settings.

When the school was inspected in November 2010 it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. A monitoring inspection in May 2011 found the school was making satisfactory progress in improving attainment and the quality of teaching and good progress in improving leadership. The executive headteacher and head of school were appointed in January 2011 and there have been several recent staff changes. The executive headteacher leads another local school and a partnership has been established with that school supported by the Lewisham Local Authority. The new school building is due for completion in 2012.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is a satisfactory school which is improving rapidly. The whole school community is agreed that swift improvement is a result of the clear and determined leadership of the new executive headteacher and the head of school. Their vision for urgent school change is shared effectively with other leaders, the staff and pupils. Training opportunities provided through the partnership with a local primary school are securing improved teaching and effective wider leadership. These successes leading to improving the school's overall effectiveness, supported by accurate self-evaluation and appropriate targets for continued improvement, demonstrate the school's good capacity to improve further.

Standards for pupils leaving the school rose significantly in 2011 as a result of very effective whole-class teaching and targeted teaching of key skills in mathematics and English to individual pupils. Evidence shows that these pupils made accelerated progress in their final school year. Pupils' current progress and attainment are uneven across the school. There are still many gaps in pupils' learning. Leaders have set ambitious targets for pupils' progress and are clear that teaching needs to improve further to ensure more evenly good progress in all year groups.

Regular observations of teaching are having a good impact. Although teaching is now broadly satisfactory, it is improving because teachers have a clear understanding of what constitutes a good lesson. They also receive helpful feedback on how to improve their teaching. The climate for learning is good as a result of improvements in care, guidance and support of pupils and their resulting good behaviour. In most lessons teachers are providing stimulating starting points which are relevant to pupils' interests. Accurate assessments are used to provide activities which meet pupils' needs. This is more successful in some lessons than others. In the less effective lessons teachers do not target questions well enough to challenge pupils and pupils are not clear enough about how to improve their work. Individual pupil targets are in place, but there is some inconsistency in their understanding of them. Provision for art and music contribute well to the good curriculum and there are greater opportunities for writing across a range of subjects. Pupils have a good understanding of how to lead healthy lifestyles and take advantage of extra-curricular sporting opportunities. Some pupils contribute to the school well through their roles as school councillors, monitors and buddies, but these contributions are

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not always capitalised upon widely or to good effect.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Continue to improve teaching so that all of it is good or better by ensuring that:
 - assessment information is used effectively including through targeted questions to challenge all pupils
 - all pupils understand how their individual targets can help them improve their work
 - pupils are clear on the aims and expectations of their learning in lessons
 - success criteria are effective in helping all pupils know how they have achieved the lesson aim.

- Ensure all pupils are enabled to contribute fully to the school and its community by monitoring the contribution of different groups to identify and support those which have more to give.

Outcomes for individuals and groups of pupils

3

Exciting starting points for topics and activities contribute well to pupils' enjoyment and enthusiasm. In one lesson, pupils were reviewing video clips taken on a recent local visit, as a stimulus for writing. Pupils are welcoming and friendly to adults and visitors. They behave well in lessons and around the school. Pupils understand school procedures and set appropriate standards for themselves. When talking to inspectors pupils said they feel safe and that rare incidents of poor behaviour are dealt with effectively. Attendance, although broadly average, has improved well as a result of regular tracking and careful support for families provided by the attendance officer.

Pupils' progress and attainment, although broadly average in mathematics and English, are improving strongly. The school sets ambitious targets for pupils' accelerated progress in order to make up for past gaps in their learning. In some classes these targets are met and sometimes exceeded. Attainment in English and mathematics exceeded national averages for all groups in 2011. Writing is improving because pupils have greater opportunities to develop their writing skills in a variety of contexts. The needs of pupils with special educational needs and/or disabilities are met in lessons through the support of additional adults or by modifying tasks. These pupils make similar progress to other learners. Bilingual pupils and those who are new to speaking English receive appropriate support and their progress matches that of other learners. Pupils' skills in art and music are improving strongly because of

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regular specialist teaching.

Pupils have a good understanding of a range of cultures represented in the school and beyond. In one music lesson pupils were learning traditional Caribbean songs. An assembly on Black History Month extended pupils’ knowledge of the achievements of a range of famous and inspirational figures. The school has a growing link to a school in South Africa. It has yet to form links with schools in contrasting locations in the United Kingdom to further develop community cohesion. Pupils work well together in lessons because they have many opportunities to do so and because good relationships are modelled well by the adults in the school.

Although some pupils have opportunities to contribute to the school and wider community these are not sufficiently developed. The school is not yet tracking the contribution that all groups of pupils make.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
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

How effective is the provision?

Teaching is improving to the point where it is now broadly satisfactory. Better use is made of assessment information to provide tasks which meet pupils’ needs. In well-taught lessons, staff use targeted questions to challenge pupils to extend their learning; however, this is not the case in all lessons. Pupils’ targets provide further challenge but not all learners fully understand how to use them to improve their work. In all lessons teachers ensure that pupils understand what they are going to learn but sometimes they do not fully explain how pupils will know they have

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

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succeeded. Marking and feedback to pupils have improved considerably and often there are opportunities for pupils to respond to marking although these opportunities are not always taken by them. Teachers also provide further questions to challenge pupils’ thinking, but this is not consistent in all classes.

The curriculum is creative and imaginative. It engages the interest of pupils well including through visits to the local area or through enrichment activities within the school. A recent drama project enhanced a topic about the life of Mary Seacole when younger pupils explored storytelling. There are many opportunities to explore the arts. The impressive work displayed in the school demonstrates a broad range of experiences in a variety of art media and techniques. The curriculum also provides good opportunities for pupils to develop their cultural awareness with many topics chosen to celebrate the rich ethnic diversity of the school.

The school gives high priority to its care, guidance and support of pupils and ensures that they are ready to learn. The learning mentor contributes well by working closely with individual pupils and their families to improve behaviour. Pupils’ individual needs are quickly identified and the school offers flexible and tailored support for them. Transition arrangements are strong particularly for children entering the Early Years Foundation Stage when all families meet individually with the head of school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 very effective leadership of the head of school in partnership with the executive headteacher has been key to significant and rapid school improvement. Since the last inspection the role of the wider leadership team has developed well. They contribute effectively to improvements through detailed development plans which are robustly tracked and evaluated for impact. All share the school’s vision for better outcomes as a result of better teaching and learning. Links with the partner school have been well managed so that all are benefiting from joint training sessions and staff regularly visit both schools to learn from each other. The local authority has supported this partnership well. Local authority representatives have provided further training, support and challenge to the school. Morale at the school is very high because all staff understand the need for change and are clear about how to achieve it.

The interim executive board carefully monitors the school’s progress against its targets and challenges leaders well. There is a clear time-scale in place for the future

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governance of the school. Safeguarding procedures are secure and key policies have recently been updated to reflect school practice. Accurate records are kept to ensure that all adults are safe to work with children.

The school is working increasingly well with parents and carers. A new parents and carers association has been established and its members are very supportive of the school. They understand the journey it has made and continues to make. The school is currently recruiting parents and carers as school ambassadors in the local community. The school is a cohesive community but links to schools in contrasting locations are not well developed so pupils’ understanding of others’ backgrounds and beliefs is not secure. The school promotes equality of opportunity to a satisfactory degree as any gender differences in pupils’ attainment are reducing quickly and no significant differences were noted during the inspection. The school ensures pupils have equal access to clubs and to attend visits.

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	2
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with underdeveloped skills particularly in social and language development. They make broadly satisfactory progress in most areas of learning. Better progress is now being made in children’s reading because of the systematic daily teaching of the sounds letters make and more regular opportunities for shared and individual reading. During the inspection children in the Reception class were enjoying singing songs with actions to build their knowledge of sounds and how they build to make words.

There is a good balance of activities children choose for themselves and those

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directed by adults. Good use is made of the outdoor space to provide a range of activities across the areas of learning but not enough is provided to engage the interests of some children. Teachers are planning for the general interests of children. A topic on spiders was chosen as a result of close observations of children at play. However, more specific and individual records of children’s needs and interests are not feeding into planning to ensure better engagement for all children.

Parents and carers are invited into the setting to help settle the children and to see them at work. They are invited to share milestones at home through ‘wow’ moments and learning journals are regularly shared with parents and carers. All welfare arrangements are in place and most children are happy and settled. Those with specific learning difficulties are quickly identified and appropriate support is provided for them. Leaders have a clear understanding of what needs to improve further. There are plans to provide more large-scale resources in the outdoor spaces. Adults in the Nursery and Reception classes work closely together to ensure consistency in the quality of provision. This close collaboration also allows the Early Years Foundation Stage leader to have a clear understanding of the progress children make and has already identified the areas for improvement to extend children’s learning further.

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	2

Views of parents and carers

Due to the nature of the inspection parent and carer questionnaires were not distributed. Discussions were held with a small group of parents and carers who were extremely supportive of the school and its leaders.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



13 October 2011

Dear Pupils

Inspection of Brockley Primary School, Brockley SE4 2BT

Thank you for making us so welcome when I visited your school recently with my colleague Stephen Long HMI. Your school is now providing you with a satisfactory education. We certainly enjoyed talking with you and were impressed by your good behaviour in lessons, around the school and in the playgrounds. We know from talking to you that you enjoy being at school and feel safe there. In your lessons we were impressed by how well you work together. We were pleased to see that your teachers are providing more opportunities for you to enjoy visits in the local area and beyond. We also saw that these visits and other activities are helping you to improve your writing.

We found that adults take good care of you, teaching has improved and you are now making satisfactory progress.

We have asked the school to improve further by:

- improving teaching so you understand how to improve your work even more and by teachers asking questions in lessons which really challenge you
- making sure all of you really understand how your targets can help you to make better progress
- giving more of you the chance to contribute to the school and keeping a careful check on how many of you have these opportunities.

I hope you will play your part by continuing to work hard and do your best.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

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