

Brooklands Primary School

Inspection report

Unique reference number	100148
Local authority	Greenwich
Inspection number	376354
Inspection dates	1–2 May 2012
Lead inspector	Madeleine Gerard

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Madlin Sadler
Headteacher	Nick Osborne
Date of previous school inspection	10–11 March 2010
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Age group	3–11
Inspection date(s)	1–2 May 2012
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Introduction

Inspection team

Madeleine Gerard

Additional inspector

Hayden Evans

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 19 lessons or parts of lessons, taught by eight teachers, and held meetings with groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, looked at work in pupils' books, and tracking data showing pupils' attainment and progress. The school's development plans and records for safeguarding pupils were also seen. The inspectors considered responses to pupils' questionnaires and those received from 127 parents and carers.

Information about the school

This is an average-size primary school with Early Years Foundation Stage provision for children in two part-time Nursery classes and one Reception class. The proportion of pupils from minority ethnic groups is above average. A lower proportion of pupils than average speaks English as an additional language and almost none is at an early stage of learning English. The proportion of pupils supported by school action plus or with a statement of special educational needs is lower than average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the current floor standards, which are minimum standards for attainment and progress expected by the government.

There has been a high number of staffing changes since the previous inspection, including in the leadership team. The breakfast and after-school clubs that share the school site were not part of this inspection because they are not managed by the school's governing body.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Senior leaders, members of the governing body and staff successfully drive lasting enhancements to the quality of the school’s work. They ensure the school continues to improve swiftly and meets ambitious targets. Since the previous inspection, pupils’ attainment has risen sharply and is above average.
- From starting points that are generally below those expected for their age, pupils’ achievement is outstanding. Children in the Early Years Foundation Stage, and pupils in Years 1 to 6, make rapid and sustained progress as they move through the years.
- Teaching is outstanding. The school has excellent systems to check the progress individual pupils make. Teachers use the information to match tasks in lessons very accurately to pupils’ learning needs and set appropriately challenging activities. They make clear what pupils should do to improve their work. Pupils enthusiastically take responsibility for checking that they are meeting their personal learning targets.
- Pupils have exceptionally positive attitudes to learning. They behave outstandingly well in lessons and around the school because adults make their expectations consistently clear and provide excellent role models. Pupils feel extremely safe in school and have a very clear understanding about keeping themselves safe from harm.
- Leadership and management are outstanding. Very effective leadership of teaching and monitoring of staff performance have secured improvements to teaching in key subjects, the curriculum, and pupils’ academic outcomes. A few subject managers are not as consistently involved in monitoring provision in their subjects to improve performance even further. The promotion of pupils’ spiritual, moral, social and cultural development is outstanding. For example, pupils relish the opportunities to tend the school’s vegetable beds, feed the laying hens and celebrate festivals from a wide variety of faiths and cultures.

What does the school need to do to improve further?

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- By December 2012, ensure all subject managers are involved in monitoring provision within their subjects to secure even further improvements.

Main report

Achievement of pupils

Children join the school with a range of skills and capabilities that are generally below those expected for their age. All groups of pupils, including pupils from minority ethnic backgrounds, disabled pupils and those with special educational needs, make outstanding gains in their learning, reaching above average standards in Year 6. Pupils' attainment in reading by the end of Key Stage 1, and in reading overall by the time they leave the school, is above average. Gaps between pupils at the school compared with all pupils nationally close rapidly because rates of learning and progress are very swift in the Early Years Foundation Stage and in all classes throughout the school. Pupils are very enthusiastic in lessons. They set to work as soon as tasks are set and sustain their concentration to complete their work quickly. This was illustrated in an English lesson for older pupils where they developed their vocabulary for describing emotions. Pupils worked extremely well in groups to photograph one another pulling a variety of facial expressions and quickly moved on to developing their skills by writing detailed descriptions of their photographs. They worked at a brisk pace because they were determined to complete the tasks in the short time limits they were set. Pupils particularly enjoyed using their new learning to describe emotions of imaginary characters for others in the class to guess which emotion they were describing.

Disabled pupils and those with special educational needs are very keen to do well. They enjoy working with teachers and additional adults in lessons, and in small group and individual sessions outside the classroom, to increase their English and mathematics skills. This helps them to keep up. In a literacy session to boost the skills of selected younger pupils, pupils were observed enthusiastically practising their knowledge of letters and sounds (phonics). They listened very carefully to the explanations about how to read pairs of letters and practised reading and writing words using what they had learned. Higher attaining pupils are very motivated to work hard by the challenging tasks they are given. For example, in a mathematics session, they used computers to find ways to solve mathematics problems for themselves. The inspection questionnaires indicate that almost all parents and carers who responded were confident that their children are making good progress and that their needs are met. Inspection findings support this view.

Quality of teaching

Teachers plan extremely engaging activities and use a wide variety of resources, including computers, to really motivate pupils and capture their interest in the work they are doing. For example, children in the Nursery, working with the teacher,

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thoroughly enjoyed learning about the life cycle of frogs. They eagerly selected for themselves the best equipment to use for observing tadpoles from the school pond. They confidently used reference books to explore the developmental stages between frogspawn and frogs, and painstakingly recorded their observations on paper. Staff in Nursery and Reception classes plan an appropriate balance between adult-led tasks and opportunities for children to choose activities for themselves. Literacy and numeracy skills are rightly prioritised. Staff create an environment where children quickly grow in confidence, develop extremely good personal and social skills and are happy. Home visits by staff, before children join the school, help them to settle very quickly when they start. In the survey, one parent of a child in Reception typically commented, 'Our child is thriving. The school always has a happy and very welcoming atmosphere.'

The school rigorously tracks the progress individual pupils are making and assessment data are analysed very thoroughly. Teachers use assessment information extremely well to ensure that pupils are suitably challenged in their work. Together with additional adults, teachers very ably support disabled pupils and those with special educational needs and as a result they achieve as well as their peers. Relationships are consistently positive and encouraging so that pupils are highly motivated and try hard. Planned activities are very closely tailored to their specific needs and opportunities to read individually to staff and volunteers, helping them to make the extremely good progress that they do. Daily reading sessions for all pupils, and availability of books that inspire their curiosity, help to foster their considerable enjoyment of reading and pupils' very strong reading skills. Teachers' very effective marking in pupils' books, thorough feedback on their work and individualised learning targets, help pupils to know just what to do to improve their work. Particularly careful planning ensures pupils have very regular opportunities to take account of teachers' guidance on how to move up to the next level and check progress against their personal targets.

The wider curriculum promotes pupils' personal skills exceedingly well. Regular charity fundraising and opportunities for older pupils to act as buddies to younger children successfully cultivate pupils' caring attitudes and social skills. Teamwork skills are fostered strongly through opportunities to look after the school grounds. For example, 'eco-warriors' ensure that organic waste is recycled, the gardening club tends the school's flower beds and the whole school community was involved in planting 61 trees in the school grounds to celebrate the Queen's Diamond Jubilee. A wide range of very popular extra-curricular clubs supports pupils in developing their sporting and cultural interests. Success in sporting competitions, participation in performances and concerts, and residential visits for pupils in Year 4 and in Year 6, help their self-confidence and self-esteem to grow even further. Higher-attaining pupils are encouraged to broaden their literacy skills by writing articles for the pupils' newspaper, the Brooklands' Buzz. In the questionnaire, almost all the parents and carers felt that their children are well taught at the school. In the survey for pupils in Years 3 to 6, almost all confirmed that they feel they are well taught and that they learn a lot in lessons.

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Behaviour and safety of pupils

Pupils' outstanding behaviour and their attitudes to school make an excellent contribution to their own learning in lessons and to the calm and friendly atmosphere around the school. Pupils from diverse backgrounds get on very well together. Almost all parents and carers who responded to the inspection survey are confident that behaviour is good at the school and none disagreed that the school deals effectively with any cases of bullying. The overwhelming majority of the pupils in their survey confirmed that behaviour is always good at the school and in lessons. All were confident that the school deals very well with all types of bullying, including name calling. They have a very clear understanding of what bullying is and records show incidents of bullying are extremely rare and dealt with very effectively. Discussions with pupils, and responses to the questionnaires, indicate that they feel very safe and valued in school. Assemblies promote respect and kindness towards one another and encourage pupils to look after themselves and each other. They also help them to develop a really good understanding of how to keep themselves and the whole school community safe from harm. Pupils' attendance has risen and is consistently above average.

Leadership and management

Senior leaders, managers and members of the governing body have worked with resolve and determination to ensure the school has continued to make sustained and rapid enhancements since the previous inspection. Working together with staff as an effective team, they have successfully raised expectations of what pupils can achieve. Self-evaluation is rigorous and accurate. Regular and very well-targeted professional development and training for staff have secured significant improvements to many key aspects of the school's performance, including the quality of teaching and pupils' academic outcomes in reading, writing and mathematics. Developments to the curriculum, including topic-based projects and regular use of computers to teach mathematics and phonics, are very well matched to all pupils' needs. However, a few subject managers are not always as consistently involved in monitoring performance in their subjects to secure even further improvements.

The school tackles discrimination and promotes equality outstandingly well. Pupils are known particularly well as individuals. Staff work very hard to ensure that, by the time they leave the school, pupils are extremely well prepared for the next stage in their education. Pupils' spiritual, moral, social and cultural development is consistently and very successfully promoted. All these strengths have successfully helped raise pupils' achievement, and reflect the school's outstanding capacity to improve further. The school site is well maintained and secure. Arrangements for safeguarding pupils meet statutory requirements; staff have received recent training and have a robust knowledge of procedures to safeguard pupils' welfare and safety. In the survey, many parents and carers made a point of writing to express their appreciation for the work of the headteacher and the staff.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 May 2012

Dear Pupils

Inspection of Brooklands Primary School, London SE3 9AB

Thank you for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed talking to you all and listening to what you had to say about your school. This letter tells you about the judgements that we reached during our visit.

Brooklands Primary is an outstanding school. You told us that you really like coming to school and your parents and carers told us they like the school very much too. You attend school very regularly – well done! The youngest children get off to an excellent start in the Nursery and Reception classes. You make outstanding progress through the rest of the school and reach higher standards compared to other pupils nationally by the end of Year 6. Those of you who need additional help are very well supported so that you make outstanding progress too. You all behave exceedingly well and are very keen to learn. You enjoy all the interesting activities and projects that the teachers plan for you. You have an extremely good knowledge of how to keep yourselves safe from harm. All of you who completed the survey told us that you feel safe in school.

Your school is always looking for ways to make its work even better. We have asked that a few more of the staff are involved in checking the school's work. All of you can help by continuing to work hard in lessons and by attending school every day.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector

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