

Brookfield House School

Alders Avenue, Woodford Green, London, IG8 9PY

Inspection dates 12–13 June 2013

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|--------------------------------|----------------------|--------------------------|----------|
| Overall effectiveness | Previous inspection: | Not previously inspected | |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress over time, particularly in English and mathematics.
- Children attending the Early Years Foundation Stage make good progress. This gets them ready for learning and eases their move to Year 1.
- Pupils taught by the Hospital and Home Teaching Service, either at Whipps Cross Hospital or in their own homes, make good progress. This supports well their work in, and return to, mainstream schools.
- Teachers plan their lessons well, provide a good range of resources and check carefully how well pupils are making progress towards their individual targets.
- Pupils' behaviour and attitudes to learning are outstanding. This is as a result of the highly effective support, care and sensitive interest staff show.
- Pupils say they are very happy and feel safe at Brookfield House. Those at Whipps Cross happily receive individual bedside teaching, as well as enjoying opportunities to have lessons in the school room.
- The executive principal and his senior leaders have a strong focus on improving further all aspects of the school's work.
- The Strategic Board of Directors of the Trust and the governors know the school well and understand what is needed to improve it further.

It is not yet an outstanding school because

- The pace of learning in lessons sometimes slows, which means not all pupils are then making the best progress possible.
- The range of methods used in primary and secondary lessons to improve pupils' communication skills is limited.
- There are too many triple and quadruple lessons, which make it difficult for teachers to provide work that matches fully pupils' varying needs.

Information about this inspection

- The inspectors observed 11 lessons at Brookfield House, seeing each class at least once and eight teachers. One lesson was observed at the Whipps Cross Hospital and Home Teaching Service. Four of the lessons were observed jointly with a member of the senior leadership team.
- Meetings were held with small groups of Year 5 and Year 11 pupils. Meetings were also held with the executive principal, members of the senior leadership team, others with posts of responsibility, the Chair of the Governing Body and Chair of the Strategic Board of Directors of the Trust, who is also the governor with responsibility for safeguarding.
- The lead inspector took account of the on-line questionnaire (Parent View), the school's own recent parental questionnaire, and 40 responses to the staff questionnaire.
- The inspectors observed the school's practice and looked at a range of documentation, including the school's checks on how well it is doing and improvement planning, information on pupils' progress, documents used by senior leaders to check the school's work, governing body and the Hornbeam Academy Trust documentation, as well as records relating to attendance, behaviour and safeguarding.

Inspection team

James Bowden, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

Full report

Information about this school

- Brookfield House became part of the Hornbeam Academy Trust in September 2012, with a newly appointed executive headteacher in post from that time. The school is monitored by its own governing body, which is directly accountable to the Strategic Board of Directors of the Trust.
- The predecessor school, also known as Brookfield House, was last inspected in June 2010, when its overall effectiveness was judged to be good.
- The school provides for pupils with physical disabilities and/or complex medical needs. It is also a designated school for children with hearing impairment. Some of the pupils have associated learning difficulties and some are operating within age appropriate levels. The school also includes the Hospital and Home Teaching Service (HHTS) based at Whipps Cross Hospital.
- Currently, the majority of pupils are boys. Similar proportions of pupils are of White British or Asian or Asian British backgrounds, with a small minority of Pakistani background. The majority of pupils are from families where English is not the home language. Almost all pupils at Brookfield House have a statement of special educational needs for physical disability. Those attending Whipps Cross Hospital school reflect the ethnic profile of the local authority and their attainment levels vary considerably. Numbers on roll vary as pupils join the school at different times during the year, particularly at Whipps Cross Hospital where all attend part time, some only attending for short stays and some who return for short stays at different times during the year.
- The school is organised into Early Years Foundation Stage, Primary (Key Stage 1 and 2) and Secondary (Key Stages 3 and 4) departments. Pupils are mainly kept within their key stage; although mixing of year groups, dependent on numbers and pupil ability, does occur.
- The proportion of pupils at Brookfield House eligible for the pupil premium, which provides additional government funding to support pupils known to be eligible for free school meals, children in local authority care and children from service families, is well above the national average. Currently, there are no children from service families and none in local authority care.
- The school does not use alternative, off-site provision.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning by making sure that:
 - the pace of learning is maintained throughout all the lessons so all pupils make the best progress possible
 - all adults in primary and secondary lessons make better use of a wider range of methods to improve further pupils' communication skills
 - reduce the number of triple and quadruple lessons in order to help teachers plan more effective tasks to match the varying needs of all pupils.

Inspection judgements

The achievement of pupils is good

- Attainment and skills on entry to the Early Years Foundation Stage and Year 1 are low as a result of pupils' complex physical, medical and learning needs. Attainment remains low in all age groups. However, in relation to their starting points, pupils make good progress and achieve well whatever their abilities.
- Good quality support for all means that there are no particular differences in the rates of progress made by those with different levels of learning difficulties, boys and girls, the very few who have hearing impairment, those who speak English as an additional language or those supported by pupil premium funding. Pupils known to be eligible for free school meals achieve as well as others as a result of the extra support and resources they receive.
- Pupils make good progress throughout the school. Taking into account their starting points, the few Year 11 pupils are achieving well in English and mathematics. They are currently sitting a mix of GCSE examinations and entry level certificates and all plan to move on to further education. Primary pupils are making good progress in learning to read, the more able developing well their understanding of how groups of letters blend together to make sounds.
- In the Early Years Foundation Stage, staff check carefully the needs and difficulties of children when they arrive. Individual targets are then set for learning and development. Progress is particularly good in communication and language because of the varied methods used to help non-verbal children develop their communication skills. In addition, physical development is also good because of how well the class team works with the school physiotherapist and occupational therapy services to provide specialist equipment and physical development programmes.
- In almost all lessons, progress is good. In a primary physical education lesson, with the support of an adult, pupils successfully demonstrated different 'bridge' positions, thus improving their flexibility and understanding of body management. In a hospital school lesson, pupils improved their range of vocabulary and writing style after having read and discussed Roald Dahl's *George's Marvellous Medicine*.

The quality of teaching is good

- Teaching throughout the school promotes good learning for all children and pupils. Teaching in English and mathematics is good. Teachers plan their lessons well and ensure there is a strong focus on the key skills of literacy and numeracy. In a secondary English lesson, while pupils were joining in with the story-telling activity, they were also usefully counting numbers of vegetables from the large book displayed.
- Lessons start with a range of lively activities that are used to interest and motivate pupils and set a positive tone for learning. In a secondary information and communication technology lesson, the teacher's role-play activity, where pupils were making sandwiches using different combinations of ingredients, led to them developing their understanding of the processes involved, not only in this activity but also in then producing computer programs.
- Teachers provide a good range of resources and make sure that individual and paired activities are matched to pupils' abilities. Sometimes, however, the pace of learning is not always kept up and pupils do not make the best progress possible. In some instances, this is because the challenge is too high for some pupils and the length of lesson is too long. Sometimes it is because a wider range of methods could be used to help develop even better communication skills. Notwithstanding this, teachers ask questions skilfully to check how well pupils are learning throughout the lesson as well as at the end. This was particularly effective in a secondary mathematics lesson where pupils were using different methods to estimate the size of objects.
- Teachers and other adults supporting in lessons work very well together. They check that pupils understand what is expected of them and the progress they are making towards their individual targets. Praise and encouragement are used very appropriately, which keep pupils motivated

and on task throughout the lesson. In another secondary English lesson, where pupils were looking at the features of newspaper articles, this resulted in pupils making significant progress in identifying the methods journalists use to gain readers' interest.

- Parents feel their children are taught well. Pupils say teaching is good because they learn new and interesting things and that staff give them extra help when they need it.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding in lessons and around the school because of consistent routines, staff's high level of support throughout the day and their respect for pupils' dignity and well-being. Movement around the school is safe and sensible because of high levels of sensitive and careful supervision.
- Typically, behaviour over time has been outstanding. There have been no permanent exclusions or instances where pupils have not been allowed to go to school for a short period of time because of poor behaviour. Recorded instances of unacceptable behaviour are extremely rare. Pupils understand what bullying can involve and say that it does not happen in the school. In lessons observed, there was no instance where learning was disrupted by untoward behaviour.
- Pupils arrive happily in the morning, remain happy throughout the day and leave happily at the end. Smiling faces are the norm on arrival and as the pupils say their farewells to the staff and greet their escorts or parents at the end of the day.
- Pupils relish the opportunities to be independent. On arrival, those who need to use walking frames collect them as soon as possible and move off enthusiastically to their classrooms. Highly organised lunchtimes provide opportunities for pupils to choose from the day's menu, collect and return plates and cutlery, communicate with adults who supervise them and chat with inspectors. Supervised play activities develop pupils' independence further.
- Pupils' attitudes to learning are outstanding. A wide variety of well-chosen activities in lessons provides pupils with opportunities for making choices, working alone or working cooperatively in pairs or small groups. Consequently, pupils respond by making exceptional contributions to their own learning.
- Without exception, parents who responded to the school's recent questionnaire are happy with the school's care for their children. This was also confirmed by the responses to the staff questionnaire and by the two groups of pupils who met with the inspectors. They said that pupils get on well together, they enjoy school and they know who they can talk to if they have a problem.

The leadership and management are good

- The executive principal and his senior staff are effective leaders and committed to sustained improvement. However, some of the planned changes have yet to be fully realised. Staff and governors are committed to helping pupils achieve as much as possible, involved in checking aspects of the school's work and know what needs to be improved for the school to become outstanding.
- Senior leaders regularly check carefully the quality of teaching and learning. They set teachers targets to improve the quality of their work and, at the end of the current school year, will make recommendations to the governing body regarding additional responsibilities and training opportunities.
- All pupils, regardless of their circumstances or needs, make good progress in their learning and personal development. This is as a result of the school's unyielding commitment to equality. There is no discrimination of any kind.
- The subjects and topics studied by pupils are similar to mainstream schools. All pupils have equal opportunities to succeed because subjects and topics studied are tailored to match their

individual needs. A range of extra activities in the school, such as daily opportunities for reflection and learning about other faiths, as well as visits out of school and involvement in the work of the school council, contribute further to pupils' strong spiritual, moral, social and cultural development.

- The school's highly effective work with a range of other professionals supports pupils' wide-ranging needs particularly well. Parents appreciate the school's work to keep them informed and involved in their children's learning. This is reflected in their very positive responses to the school's most recent parent and carer questionnaire.

■ **The governance of the school:**

- The Strategic Board of Directors of the Trust and the school's governing body are effective in supporting the school and holding senior leaders to account for pupils' progress and achievement. They have a clear understanding of the quality of teaching and how well pupils are doing as a result of their own expertise and visits to the school. Governors check the work of the executive headteacher and other staff, which is helping them take decisions as to how well they are working, any action that needs to be taken, training opportunities and pay. It makes sure safeguarding procedures are robust and fully in place in the school. The finance committee is diligent, making sure that the school's finances are balanced and overseeing the use of pupil premium funding. Current funding is being used effectively to improve pupils' reading and communication skills using new technologies.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 138692 |
| Local authority | Waltham Forest |
| Inspection number | 409428 |

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

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| Type of school | Special |
| School category | Special Academy |
| Age range of pupils | 2–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 87 |
| Appropriate authority | Hornbeam Academy Trust |
| Executive Principal | Gary Pocock |
| Date of previous school inspection | Not applicable |
| Telephone number | 020 8527 2464 |
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