

# Brook Community Primary School

Sigdon Road, London, E8 1AS

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although some good and outstanding practice was seen, not all teaching meets the needs of all pupils in each class.
- Teachers do not consistently challenge the more-able pupils to reach the highest levels.
- The skills of the best teachers are not being used enough to help others improve.
- Teachers do not always use their marking to provide clear guidance for pupils on how to improve their work.
- The reasons why individual pupils have not made the progress expected of them have not always been identified clearly enough for appropriate action to be put in place.
- Until very recently, the governing body has not been gaining a sufficiently accurate evaluation of the school to enable it to challenge leaders to do better.

### The school has the following strengths

- Strong and decisive leadership from the new leadership team is resulting in a rapid turnaround in the school's performance. Weaknesses in teaching are being tackled robustly and everyone is focused on accelerating pupils' progress.
- Teaching has improved considerably in the Nursery and Reception classes since the previous inspection and is enabling the children to settle in smoothly and make good progress.
- Pupils are genuinely enthusiastic and positive about their learning and come to school ready to learn. They feel safe at all times.
- New systems of rewards and sanctions have strengthened and brought greater consistency to the management of behaviour across the school. As a result, pupils are polite, well-mannered and their relationships with staff are respectful.

## Information about this inspection

- Inspectors observed 29 lessons or parts of lessons, 13 of which were seen together with the senior leaders.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 12 responses to the online parental questionnaire (Parent View) and held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and safeguarding documents.
- Inspectors also listened to the reading of a sample of pupils in Years 1 and 2.

## Inspection team

Martin Beale, Lead inspector	Additional Inspector
Aune Turkson-Jones	Additional Inspector
Sabina Nettey	Additional Inspector

## Full report

### Information about this school

- The school is much larger than most primary schools.
- Almost all pupils are from a wide range of minority ethnic backgrounds. The majority of pupils speak English as an additional language, including a sizeable number at an early stage of speaking English as an additional language.
- The proportion of pupils known to be eligible for funding through the pupil premium is above average. This is extra money given to schools for pupils known to be eligible for free school meals, looked after by the local authority or those from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average and falling.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. Speech, language and communication needs and behaviour, emotional and social difficulties are the main reasons.
- More pupils than in most other primary schools join or leave partway through their primary school education.
- The school entered into a formal partnership with Mossbourne Community Academy from March 2013. The Principal of the academy has the role of Executive Principal and is supported by an acting headteacher and a primary school consultant.
- The governing body runs a breakfast club and an after-school club each day.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Some delegated responsibilities have been removed from the governing body. This followed the issuing of a warning notice by the local authority in June 2012 due to low standards over time at the end of Key Stage 2, weaknesses in mathematics and low standards in reading.

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

- Improve the quality of teaching so that it is consistently good or better across the school by:
  - enabling teachers to develop their skills by observing and working alongside outstanding teachers
  - teachers planning lessons that meet the learning needs of all pupils
  - ensuring there is consistent challenge for the more-able pupils
  - making sure pupils respond to marking in order to improve their work.
- Develop rigorous procedures by which reasons for the underachievement of individuals are identified and tracked, and programmes put in place to meet their needs.
- Ensure that governors are better informed about how well the school is performing and how effective teaching is rewarded by salary progression so they can challenge senior leaders better about what needs to be done to bring about improvements.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment is rising but the progress of pupils varies too much in each year group for good achievement to be sustained, including for later arrivals. Year 6 test results have been following a slowly rising trend but were still well below average in 2012. An average proportion of pupils reached the nationally expected level for their age but few reached higher levels, as was also the case in 2011.
- Disabled pupils and those who have special educational needs make similar progress to the others. Their needs are being identified and expertise provided from the partner academy. However, this is not always leading to sharply focused support the impact of which is evaluated quickly enough to see if changes are needed.
- The Year 6 national test results in 2012 showed that pupils eligible for support through pupil premium funding had made similar progress to their classmates. Their results were one year behind others in English and six months behind in mathematics. This gap is closing through a variety of activities including a focus on their reading.
- Pupils who speak English as an additional language make more rapid progress than others. They benefit from a continual focus on language in all classes and the opportunity to discuss their ideas with a 'talk partner'.
- Progress in key skills is starting to become more rapid, but is not yet consistently good. The pupils' writing is starting to improve because they have plenty of opportunity to plan and produce extended pieces in a wide range of styles. Film clips and novels are used well to stimulate their imaginations. Pupils are also developing more secure mathematical understanding by regularly applying their number skills to the solution of everyday problems.
- Teaching of phonics (letters and the sounds they make) is improving. This is not only leading to better progress but also to pupils confidently using their skills when reading unfamiliar words.
- Since teachers have focused on the progress of all pupils more closely, an increasing number of pupils in Years 2 and 6 are working above the levels expected for their age. However, this is still not a consistent picture across the school as not all teachers challenge more-able pupils sufficiently.
- Children in the Nursery and Reception classes are now making good progress from skills well below those expected for their age when they enter. This is an improvement since the last inspection even though attainment by the end of Reception is still below the national average.

### The quality of teaching

### requires improvement

- Teaching is improving but varies. Not enough is yet of the quality needed to enable pupils to make good and better progress across the school. This is partly because not all teachers consistently use assessment information to pitch lessons at the right level for all pupils or take account of pupils' learning to adjust their lessons.
- Marking is thorough, undertaken regularly and helps pupils understand how well they are doing. However, teachers' comments about how work can become better do not always require or elicit a response from pupils and so do not always lead to improving progress.
- There are examples of outstanding practice and an increasing amount of teaching is of a good quality. The most effective teachers adapt their lessons with skill and confidence in the light of the pupils' responses. Their expectations are high and they consistently challenge all pupils so that their learning moves forward at pace. In these lessons, skilled questioning demands detailed responses, often with pupils required to explain their reasoning.
- Support staff are generally deployed effectively in classrooms and when taking small groups such as for phonics. The strong bond between disabled pupils and those who have special educational needs and their support staff gives them confidence and helps them to access

learning in the classroom alongside others.

- Pupils are being encouraged to take greater responsibility for their learning. They are clear about their targets in English and mathematics, and use them as a reference when working. They are also helped to see what is expected of them in each lesson through clear 'steps for success'. These are often used to involve pupils in assessing their progress and the progress of others before suggesting how work can be improved.
- Activities in the Nursery and Reception now stimulate the children's imaginations and learning is linked well between inside and outdoors. All adults now make an important contribution through their focus on developing language and leading small-group teaching.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn and to be successful. Their attendance has improved considerably over the last few years. Almost all lessons take place in calm and well-managed classrooms and disruptions to learning are rare. Pupils take pride in their work and become absorbed for long periods such as when undertaking extended pieces of writing.
- Pupils say that behaviour has improved over time and certainly since the headteacher came to the school. Exclusions rose sharply at the start of term as expectations were made clear that certain behaviour would simply not be tolerated. These have fallen as expectations become understood and accepted by pupils. Clear expectations have also helped individual pupils with behavioural difficulties learn how they can moderate their behaviour and handle their emotions.
- Pupils are beginning to look out more for each other through their evolving roles in school such as lunchtime helpers in the dining hall. Opportunities are increasing for pupils to take on greater responsibility such as for their behaviour and that of others at playtimes, although this is still work in progress.
- Pupils say they feel safe in school and can be seen playing happily together in the playground. They are aware of different types of bullying but report their confidence that should anything occur it is dealt with swiftly.

### **The leadership and management are good**

- The headteacher has quickly stabilised a deteriorating financial position and is providing a clear vision to improve the school, coupled with the determination to see changes through. His initial and continuing actions are based on a sharp, clear and accurate evaluation of the school.
- The new partnership has made a significant difference in a relatively short period of time and is providing the capacity for further improvement. The pupils' progress and the quality of teaching are improving rapidly. The initial focus on improving behaviour so that pupils are ready to learn has been very successful.
- Plans are in place for middle leaders to take greater responsibility for driving forward improvement in their areas. However, they and the most effective teachers are not being used enough to act as models for others to observe and emulate. The leadership team has identified that formal procedures for managing teachers' performance need tightening. This is because their targets are not always focused on securing good progress in their classes.
- The recent closer engagement with the local authority is also having a beneficial effect through the establishment of the partnership, in developing teaching and increasing leadership expertise including of the governing body.
- The school's commitment to promoting equality of opportunity and eliminating discrimination has not always been successful over time, as shown by the slower progress of individual pupils. This is partly because the reasons why some pupils have been underachieving have not always been pinpointed precisely and action sharply focused to meet their particular needs. This is now being addressed rigorously.
- The pupils' spiritual, moral, social and cultural development is fostered well. The focus on

developing their key skills is supplemented by interesting topics in which learning in different subjects is linked. Through these topics, pupils learn about different cultures and religions. They have the opportunity to reflect on key words for the week such as 'achievement', in class and during assemblies.

■ **The governance of the school:**

- Governors recognise the need to question and challenge leaders to raise the school's performance. Governors are gaining a clearer and more realistic picture of the school's performance now they understand assessment information and receive secure information from the headteacher. They undertake regular training to increase their expertise. Regular dialogue between the Chair and the headteacher enables governors to have a sharper view of the quality of teaching and the action being taken to improve it. Governors monitor spending decisions such as the impact of pupil premium funding on eligible pupils, but not necessarily how effective teaching is rewarded by salary progression. The governing body ensures safeguarding requirements are met and properly implemented.

## What inspection judgements mean

School		
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

<b>Unique reference number</b>	134961
<b>Local authority</b>	Hackney
<b>Inspection number</b>	402656

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

<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>	482
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charles Ross Stewart
<b>Executive Principal</b>	Peter Hughes
<b>Date of previous school inspection</b>	1 July 2010
<b>Telephone number</b>	020 7254 4090
<b>Fax number</b>	020 7254 1494
<b>Email address</b>	admin@brook.hackney.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

