

Brookside Community Primary School

Brooks Road, Street, Somerset, BA16 0PR

Inspection dates 26–27 June 2013

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.

- The headteacher and senior staff, ably supported and challenged by the governing body, robustly monitor the work of the school, especially the quality of teaching and pupil achievement.
- After observing lessons, the headteacher and senior leaders provide clear and accurate feedback to teachers in how to improve.
- As a result, teaching is consistently good, with some examples of outstanding teaching.
- Teachers know their pupils well, plan activities that match different pupils' abilities and use question and answer sessions effectively to judge pupils' understanding.
- Consequently pupils make good progress in reading, writing and mathematics and achieve well.
- Pupils' behaviour is outstanding because of their excellent relationships with staff and one another, and the way they include disabled pupils and those with complex special educational needs in their activities.
- Pupils say they feel very safe, that bullying is extremely rare and that staff deal very well with any concerns that they may have.

It is not yet an outstanding school because

- Teachers do not consistently give pupils opportunities to respond to the guidance given in marking.
- Staff in the specialist provision for disabled pupils and those with complex and multiple special educational needs do not always meet the requirements of a few pupils with the greatest difficulties.
- Progress in writing, especially for more able pupils in Key Stage 2, is not as rapid as in reading and mathematics.

Information about this inspection

- Inspectors analysed responses from 59 parents and carers who completed the Parent View survey on the Ofsted website.
- Meetings were held with the headteacher, senior staff, members of the governing body and groups of pupils.
- Inspectors observed 25 lessons and parts of lessons taught by 18 teachers, of which five were observed together with the headteacher and other senior staff.
- Inspectors heard a number of pupils from Years 1 and 2 read, and looked at pupils' work across the school.
- Telephone conversations were held with a representative from the local authority and an external education consultant who works with the school.

Inspection team

James Henry, Lead inspector	Additional Inspector
Sarah Mascal	Additional Inspector
Ken Bryan	Additional Inspector

Full report

Information about this school

- Brookside Community Primary School converted to become an academy school on 1 July 2011. When its predecessor school, Brookside Community Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- The school is larger than the average-sized primary school and almost all the pupils are White British. It is not formally linked to any other schools.
- The proportion of pupils supported through school action is below the national average, although the proportion supported at school action plus or with a statement of special educational needs is above the national average. This is partly because the school has specially resourced language and communication provision for disabled pupils and those with complex and multiple special educational needs that is managed by the governing body.
- The proportion known to be eligible for the pupil premium, which provides extra funding for children in local authority care, for pupils known to be eligible for free school meals or for pupils whose parents or carers are in the armed forces, is below the national average.
- There is a children's centre on the site of the school that was not included in this inspection.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently outstanding by:
 - ensuring that pupils have consistent opportunities to put into practice the guidance given in the marking of their work
 - developing the skills of the staff within the specialist provision for disabled pupils and those with complex and multiple special educational needs to meet more effectively the requirements of those pupils with the greatest difficulties.
- Increase the rate of progress in writing for more able pupils in Key Stage 2 by:
 - providing more opportunities for pupils to use their writing skills to produce longer pieces of writing independently, especially in English lessons
 - providing more opportunities for pupils to practise their writing skills through independent research activities in different subjects.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and abilities typical for their age. They make consistently good progress, especially in their reading and writing skills, and enter Year 1 well prepared for their next stage of education.
- Pupils continue to make good progress in reading, writing and mathematics across the school and leave with attainment that is above the national average in English and mathematics.
- However, over time, attainment in English has not been as high as mathematics because the progress of more able pupils in Key Stage 2 in writing is not as rapid as it is in reading and mathematics.
- The vast majority of parents who completed the Parent View survey on the Ofsted website thought their child made good progress at the school.
- While teaching effectively develops pupils' understanding and knowledge of grammar, opportunities for more able pupils to use their writing skills to produce longer pieces of writing independently are missed, especially in English lessons and during research activities in other subjects.
- Disabled pupils and those with special educational needs who are not part of the specialist provision within the school make good progress, because activities in lessons are pitched at the right level for their abilities and they are supported well by teaching assistants.
- Disabled pupils and those with special educational needs who are supported by the specialist provision also make good progress given their individual starting points. However, a few pupils with more complex difficulties do not always make as much progress as other pupils supported by the specialist provision.
- Progress in reading is particularly good because children in the Early Years Foundation Stage and pupils in Key Stage 1 are taught early reading skills effectively through a consistent approach to learning different sounds and letters. Consequently, in 2013 all the pupils passed the national early reading check in Year 1, and attainment in reading has risen at the end of Year 2 to above the 2012 national average.
- The school is closing the gap over time between the attainment of pupils in receipt of the pupil premium and pupils nationally in both English and mathematics. However, this is more rapid in reading and mathematics than in writing. In 2012, the average points score (which is a method of measuring pupils' attainment at the end of Key Stage 2) of pupils in receipt of the pupil premium showed these pupils achieving standards expected for their age nationally in English and mathematics.

The quality of teaching is good

- Teachers plan lessons well to meet the abilities of different groups of pupils. Teachers in different classes in the same year groups plan together to ensure there is continuity in learning and that all groups of pupils, including disabled pupils and those with special educational needs in their classes, make good progress.
- Almost all the parents who completed the Parent View survey on the Ofsted website felt that their child was taught well.
- Teaching assistants are well deployed to support different groups of pupils, and pupil premium money is used to employ extra teaching assistants. They support pupils known to be eligible for the pupil premium in reading in Key Stage 1. This has been effective in raising the attainment of this group of pupils in reading by the end of Year 2.
- Teachers have high expectations and consistently tell pupils, particularly across Key Stage 2, the different levels at which they are working. Consequently, pupils have a good understanding of what they need to do to improve further.

- Pupils' work is marked regularly and consistently so that pupils know how well they have done. However, some teachers miss opportunities to allow pupils to put into practice the guidance given in the marking of their work.
- Teachers have good subject knowledge and use question and answer sessions effectively to test pupils' grasp of what they are learning and to correct any misunderstandings.
- However, there are some occasions when staff in the specialist provision do not always have the necessary skills to meet the requirements of a few pupils with special educational needs who have the most complex difficulties.
- Relationships between staff and pupils are excellent, with staff being very successful in promoting pupils' all-round personal development. This illustrates clearly how the school ensures that all pupils have an equal opportunity to learn and that none is discriminated against.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to school and their learning are excellent. They say that they thoroughly enjoy school. 'I enjoy my lessons, I enjoy my teachers, I enjoy being with my friends. I just love school' was one comment from a pupil. This was echoed by all the pupils who spoke to inspectors.
- Pupils say that behaviour is typically outstanding around school. There is no disruption to their learning in lessons and pupils are always very polite and respectful to one another and to all the adults in the school.
- The very large majority of parents who completed the Parent View survey on the Ofsted website thought that their child is safe in school, that the school makes sure pupils behave well and that it deals with bullying effectively.
- Staff are very consistent in managing pupils' behaviour and pupils understand the school's systems for rewards and sanctions.
- Any pupils new to the school who have difficulties managing their own behaviour settle quickly because they are supported and managed well by specialist staff.
- Pupils feel safe in school, and say that bullying is extremely rare and that they have confidence in staff to deal with any difficulties that may arise.
- The school works very effectively to help pupils keep themselves safe. This extends to helping parents support their children in being safe, for example running e-safety workshops to ensure pupils are safe when using the internet.
- The school is highly successful at integrating disabled pupils and those with special educational needs who are supported by the specialist provision into the life of the school. Consequently, all groups of pupils get on well around the school and learn together very well in lessons.
- Attendance is broadly in line with the national average but is affected by some prolonged absences caused by the medical conditions of a number of pupils.

The leadership and management are good

- The headteacher and senior leaders, ably supported and challenged by the governing body, set high expectations for the school. They are especially focused on improving the quality of teaching and raising pupils' achievement, and they rigorously monitor pupils' learning in lessons.
- As a result, teaching is consistently good, with some examples of outstanding teaching, and pupils make good progress overall.
- Senior leaders manage the performance of teachers well, holding meetings about the progress that pupils are making. There is a good programme of professional training to help teachers improve.
- The headteacher and senior leaders accurately identify where the school needs to perform better and successfully implement action plans to raise standards. For example, they have improved the provision in the Early Years Foundation Stage and increased the rate at which pupils learn to

read in Key Stage 1. This shows that senior leaders have the ability to continue to improve the school.

- All the parents who responded to the Parent View survey on the Ofsted website felt that the school was well led and managed.
- However, leadership and management are not outstanding because, despite the improvements senior leaders have brought about, the quality of teaching and pupils' achievement are not yet outstanding.
- A particular strength of the school is how well it works to foster good relationships within the local and wider community. It provides activities that are very effective in promoting pupils' spiritual, moral, social and cultural development.
- There are strong links and exchange visits with a school in France, for example, and pupils also take part in a musical festival in Hungary. The school council and the local parish council attend one another's meetings, and pupils visit the Houses of Parliament.
- The curriculum is based on topics which link different subjects together to make learning more meaningful for pupils and develop their investigation skills. This approach ensures that the subjects that pupils are taught are broad and balanced, and include opportunities to learn about and appreciate other religions, such as Hinduism and Judaism.
- There are effective safeguarding policies and systems. Staff are trained well in child protection procedures and the required recruitment checks are carried on all adults before they start work in the school.

■ **The governance of the school:**

- The governing body has a good knowledge of the quality of teaching, thanks to regular reports from senior leaders and visits to the school where governors watch pupils learn and look at their work. Governors undertake regular training, for example on using data to track pupils' progress, and they have a good understanding of how well pupils are doing. There are robust systems to manage the performance of teachers, including the headteacher, ensuring that any increases in salary are justified and linked to pupils' progress. The governors provide good strategic leadership. For example, they ensure that pupil premium money is used to employ extra teaching assistants who support pupils' reading in Key Stage 1. Governors monitor the positive difference this has made to the standards these pupils have achieved.

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

Unique reference number	136848
Local authority	Somerset
Inspection number	413260

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

Type of school	Academy converter
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	The governing body
Chair	Simon Tomes
Headteacher	Claire Axten
Date of previous school inspection	Not previously inspected
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