

# Brookside Infant School

Dagnam Park Drive, Romford, RM3 9DJ

## Inspection dates

6–7 February 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection, the actions taken by the headteacher and deputy headteacher have successfully improved the quality of teaching and raised pupils' achievement.
- All groups of pupils make good progress in mathematics and English, particularly in reading, which is taught well across the school.
- As a result of the effective support they receive disabled pupils and those who have special educational needs achieve well.
- Most teaching is now good, with some that is outstanding. Teachers and teaching assistants ask questions skilfully to check and promote pupils' understanding. As a result pupils make good progress.
- The positive relationships between adults and pupils, together with high expectations, mean that pupils work hard and do their best.
- Children in the Nursery and Reception classes make good progress. Children thrive and flourish in the calm and welcoming environment.
- Pupils behave well and feel safe at school. They play and work together well, reflecting the school's strong provision for their spiritual, moral, social and cultural development.
- Parents and carers would recommend the school to others.
- Governors know the school well. They visit regularly and are knowledgeable about the school's strengths and weaknesses.

### It is not yet an outstanding school because

- Improvements in pupils' writing do not yet match those made in reading and mathematics.
- In a few lessons the work does not make pupils, particularly the most able, think really hard.

## Information about this inspection

- Inspectors visited 13 lessons as well as groups of pupils or individuals working with teaching assistants. Ten lessons were observed jointly with the headteacher and deputy headteacher.
- In addition the inspectors made a number of other short visits to lessons, looked in on pupils during lunchtime, visited break times and observed an assembly.
- Inspectors looked closely at pupils' work in all year groups, listened to pupils read and looked at the quality of displays in the classrooms and around the school as well as information on the school's website.
- Meetings were held with the Chair of the Governing Body and six other governors, the headteacher, deputy headteacher, and teachers with additional leadership or management responsibilities. A discussion was held, by telephone, with a representative of the local authority.
- Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- A variety of the school's documents were examined. These included: the school's own evaluation of its performance and its development plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- Inspectors took account of 22 responses to the online questionnaire (Parent View), the school's own parents' surveys and a letter sent in by a parent. They analysed 31 questionnaires returned by staff.
- An inspector also visited the breakfast club.

## Inspection team

Christine Mayle, Lead inspector

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

## Full report

### Information about this school

- Brookside Infant School is an average sized primary school.
- Most pupils come from White British backgrounds and the remainder from a range of ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is significantly above average.
- The proportion of pupils supported by the pupil premium is well above average. In this school this extra government funding is for those known to be eligible for free school meals or in the care of the local authority.
- Staff changes since the previous inspection include the appointment of two teachers in the Early Years Foundation Stage, who also have leadership and management responsibilities and a teacher to share responsibility for disabled pupils and those who have special educational needs with the deputy headteacher. Two staff have been employed part-time through the pupil premium funding to support those eligible pupils and a support assistant to monitor attendance.
- In recent years a significant number of pupils have joined the school in Year 2 at times other than the usual entry year in Nursery.
- The school runs its own breakfast club.

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

- Increase the proportion of outstanding teaching and the progress that pupils make by making sure that teachers plan and set work that makes all pupils, particularly the most able, think really hard about their learning.
- Improve the quality of pupils' writing by making sure that planned tasks allow pupils to write more fluently and at length.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Nursery and Reception classes with skills and knowledge that are below, and sometimes well below, those typical for their age especially in communication, literacy and number. They settle into routines quickly and are keen to learn.
- Adults provide a calm and welcoming environment in which children are happy to play and make new friends. Teachers plan a range of interesting and well-resourced experiences both for indoor and outdoor learning so that the children make good progress. They are well prepared for their learning in Year 1.
- In Years 1 and 2, pupils continue to make good progress, especially in reading. As a result by the end of Key Stage 1, standards are now broadly in line with national average in reading and improving rapidly in writing and mathematics.
- Adults have high expectations of what all pupils will achieve from the moment they arrive at the school so that pupils now make good, and sometimes outstanding progress, including disabled pupils, those who have special educational needs and the most able.
- The small number of pupils from different ethnic heritages and those who speak English as an additional language also achieve well. Those pupils arriving in the school at times other than the Nursery make good progress, often from lower starting points than those typical for their age.
- Pupils whose circumstances mean they are at risk of not doing well and those who need extra help make good progress. Adults who work specifically with these pupils provide a much-needed bridge between home, school and external support services. This ensures they achieve well.
- The school's actions to improve teaching across all year groups, particularly in reading and mathematics, have been very effective in raising standards. Progress in writing is still good, but is not quite as rapid as that in reading and mathematics.
- Inspectors' observations of lessons, the work seen in pupils' books in all year groups, and the school's own data indicate that this pattern of rapidly rising standards and improving progress is set to continue.
- Pupils enjoy reading and make good progress. They talk enthusiastically about their favourite books and characters. This is as a result of the way the school makes books easily accessible to pupils and promotes reading through bright, attractive displays in classrooms and around the school. A strong home-school partnership also means that parents and carers become involved in their children's learning.
- As a consequence of the school's drive to improve standards, there has been an upward trend in its results in the national check on phonics (how the letters in words relate to their sounds) taken at the end of Year 1, although they remained below the national average in 2013. Pupils in Year 2 who retaken the check did well, particularly those pupils eligible for the pupil premium who achieved better than the national average and better than their classmates.
- The additional funding for primary school sport is being used very effectively to provide training for teachers from a specialist physical education (PE) coach. As a result, teachers are more confident in their skills, and the quality of learning in PE is improving. It is now good, or outstanding. Pupils enjoy participating in PE and make good progress in the development of their physical skills and in developing healthy lifestyles.
- The achievement of those pupils known to be eligible for free school meals is good. From their lower starting points, they are catching up quickly so that they now make at least as much progress as their classmates, and sometimes better. Funds are used carefully to provide one-to-one support and run small groups particularly in reading and mathematics. The school has purchased resources to develop home-based learning. Even so, the gap in reading and writing between their attainment and that of their classmates in 2013 was almost one term. In mathematics they did as well as their classmates.

**The quality of teaching****is good**

- Since the previous inspection, the school's relentless drive to improve teaching means that weaknesses in teaching have been tackled robustly. Most teaching is now good and some is outstanding. Positive and productive relationships contribute significantly to pupils' spiritual, moral, social and cultural development, and to their learning.
- Good use is made of the indoor and outside spaces to support learning in the Nursery and Reception classes. New leaders of the Early Years Foundation Stage give a high priority to developing pupils' reading, writing and mathematical skills as well as their social and imaginative skills, within a safe and caring environment.
- Skilled teaching assistants, and other support staff, work in partnership with teachers and make a significant contribution to pupils' good progress, including disabled pupils and those with special educational needs. All adults make good use of demanding questions to check pupils' understanding and to move their learning forward. Just occasionally pupils, particularly the most able, are not given work that requires them to think really hard.
- The teaching of reading, and phonics, has a high profile and is well managed so that pupils develop a love of reading that supports the good progress they make over time.
- Every classroom is a vibrant place to learn with attractive displays, a colourful variety of resources and a range of learning spaces. This enables pupils to thrive and be energetic in learning. Teachers' enthusiasm promotes a desire from the pupils to work hard and do well. They have high expectations of what all pupils can achieve. All parents and carers who responded to Parent View agree that their children are taught well, a view shared by inspectors.
- In a phonics lesson all pupils enjoyed their learning and made outstanding progress. The lesson started with a song for sounding out letters against a backdrop of imaginative visual pictures on the interactive whiteboard. Pupils copied the teacher and teaching assistant as they expertly sounded out the letters and then blended them into words. They then quietly but excitedly searched for words that the teacher had hidden discretely around the classroom. When the time was up the pupils listened attentively to the next instruction. They then read the words to each other before sorting them into their different sounds.
- Teachers assess pupils' progress regularly and if they see any sign of this slowing, they organise activities so that pupils catch up quickly. Teachers provide clear written comments and speak to pupils regularly so that they understand what they need to do next to improve their work.
- The school's recent focus on improving teachers' mathematical knowledge means that they are now more confident in their teaching and pupils are making better progress. Some aspects of pupils' writing need improvement, particularly writing creatively and at length. Pupils' handwriting is improving but they still need more practice. Work is generally well presented and pupils take a pride in the work they do.

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

- The school's work to keep pupils safe is good, and sometimes outstanding. Its work to improve attendance has been effective so that it is now broadly average.
- Pupils enjoy coming to school. Parents and carers acknowledge that the school looks after their children very well and keeps them extremely safe. Pupils say they feel safe in school and that bullying of any kind is uncommon and dealt with quickly. They are clear about how to stay safe when using computers and how to keep themselves physically safe both at school and when out and about at home.
- Adults in all areas of the school model the school's high expectations for the way that pupils should conduct themselves in and outside the classrooms. The behaviour of pupils is good. The overwhelming view of parents and carers is that behaviour is good. Occasionally, pupils' concentration wavers when teaching does not fully engage them.
- Pupils have a good understanding of what constitutes a healthy lifestyle. They take part in a wide range of physical activities including dance and gymnastics and are very active at playtimes.

when they happily develop their skills in hopscotch and basketball.

- In a PE lesson pupils worked well together and enjoyed the challenge of helping each other to complete forward and 'teddy bear' rolls. All pupils participated, including those with physical disabilities, carefully supervised by the adults present. They responded promptly to the instructions given and listened well to the adults and each other. This enabled all pupils, including the most able, to make outstanding progress in developing their physical skills.
- Pupils have good attitudes to learning created by the interesting activities that teachers plan. The high-quality relationships, between all staff and pupils, create a calm and productive atmosphere in which everyone is valued and feels they can contribute.
- The breakfast club provides a safe and friendly place for pupils, from which to start their day at school.

## The leadership and management

## are good

- Through their drive and enthusiasm the headteacher and the deputy headteacher have created a strong sense of community, among the staff, pupils, parents and carers and governors. They have a high profile around the school and are well supported by all staff, who share their passion to achieve the very best for every pupil.
- Changes in the membership of the leadership team since the previous inspection in relation to the Early Years Foundation Stage have strengthened the school's capacity for further improvement. The school is providing effective support for these leaders as they learn their new roles and responsibilities.
- Senior leaders deploy a range of activities effectively to evaluate the quality of teaching and pupils' progress. This means that they know their pupils well and can quickly identify what support pupils may need to move their learning on.
- Teachers' performance is carefully managed and previous weaknesses in teaching have been successfully tackled. Decisions regarding their pay and progression are directly linked to whether staff meet their targets and have had a significant impact on pupils' achievements. Training is matched to teachers' needs and its impact is reflected in the improving quality of teaching and adult support observed in lessons. Staff morale is high.
- Teaching programmes are well planned. Pupils learn through a range of exciting topics, such as 'Space' and 'People who help us'. External visitors, such as a 'lollypop' person and a local policeman, are invited into school to discuss their roles in the community. This helps pupils to think about what they might do in the future.
- The school makes significant contributions to pupils' spiritual, moral, social and cultural development. Pupils not only learn about the British culture but also other cultures, through activities such as celebrating the Chinese New Year and African drumming. Pupils also have opportunities to take part in musical and theatrical performances. They know the difference between right and wrong and have a strong sense of fairness.
- Safeguarding procedures meet all statutory requirements.
- The school works well in partnership with the local authority, which provides effective well-chosen support.
- **The governance of the school:**
  - Since the previous inspection there have been significant changes to the membership of the governing body. This has brought fresh ideas and improved expertise to the governance of the school. Governors now hold the school more directly to account for its performance because they have completed training in key areas such as the interpretation of data that the school makes available to them. They visit lessons so they know what the teaching is like and speak to staff and pupils regularly so that they are able to ask demanding questions of the headteacher on the quality of teaching and address any emerging issues as they arise. Governors make sure that there are close links between teachers' performance and their pay, promotion and training, including the headteacher's. They know that the pupil premium funding has been spent effectively to provide individual and small-group work in reading and

mathematics and that this has accelerated the progress of pupils to whom it applies. Governors have a good understanding of the school's finances, including the use and impact of additional funding for primary sport.

## 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>	102289
<b>Local authority</b>	Havering
<b>Inspection number</b>	433243

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Beeson
<b>Headteacher</b>	Mrs Angela Winch
<b>Date of previous school inspection</b>	18–19 Januray 2011
<b>Telephone number</b>	01708343066
<b>Fax number</b>	01708343932
<b>Email address</b>	office@brookside-inf.havering.sch.uk

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