

# Inspection of Drapers' Brookside Infant School

Dagnam Park Drive, Harold Hill, Romford, Essex RM3 9DJ

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Inspection dates: 11 and 12 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

## **What is it like to attend this school?**

Pupils are happy and enjoy school. They are supported by staff who are committed to helping pupils to achieve their best. Staff's expectations for every pupil are high.

A variety of extra-curricular clubs, both at lunchtimes and after school, provide opportunities for pupils to broaden their experiences. For example, pupils attend cooking, drama, nurture and sports clubs. They also get to take on responsibilities like being a school councillor. Many learn to play a musical instrument and take part in performances, such as 'Brookside's Got Talent'.

A carefully designed curriculum enables pupils to learn well. Pupils develop the vocabulary that they need to express their opinions and feelings. This is because ensuring that pupils experience a rich range of language is a curriculum priority.

Pupils' behaviour is calm and orderly. Pupils know what is expected of them and treat each other with respect. In lessons, pupils take part with enthusiasm and focus well. Any low-level disruption is dealt with quickly. Pupils feel safe. Any incidents of bullying, while rare, are sorted out quickly.

Pupils are respectful and polite. The 'Draper' school values have recently been created by pupils, families and staff together. The values have been chosen to guide pupils to become the best versions of themselves and a good future citizen of society.

## **What does the school do well and what does it need to do better?**

Leaders are typically clear about what pupils need to learn and the order in which they are going to do it. Starting in the early years, the curriculum is broad, well organised and ambitious. This is because leaders and governors have a clear vision for the school, including for the quality of the curriculum.

Teachers recap what has been taught in prior lessons. They link new knowledge with what pupils already know. Pupils' understanding is checked, and misconceptions are addressed. From the early years up, there is an explicit focus on language and vocabulary. The key words pupils need to know have been identified in most subjects. Pupils use and apply these words in their learning. For example, Year 2 pupils talked about their understanding of life cycles, using the terms 'embryo', 'juvenile' and 'adult'.

In a few subjects, leaders are part way through developing their curriculum thinking and how they want this to be adopted in lessons. While leaders know pupils well, some aspects of curriculum design do not take account of pupils' needs and starting points. This is particularly the case where subject leadership is new. Teachers have not been given clear enough guidance on how to develop pupils' learning over time. This means that in some instances, new ideas and vocabulary are not introduced in a way that pupils find meaningful. In other instances, opportunities for pupils to

retrieve and practise knowledge are not prioritised. This affects how well pupils remember their learning over the long term in these subjects.

Leaders prioritise learning to read. Pupils learn to read fluently and develop a love of reading. They have opportunities to read for pleasure and enjoy their daily story time sessions as well as making regular use of the well-stocked school library. This starts in the early years, where Nursery children develop their language and listening skills through songs, rhymes and story time. From Reception onwards, daily phonic sessions are taught consistently well. Leaders have made sure that staff have the expertise to deliver high-quality phonics teaching. The books that pupils read are closely matched to the sounds that they know. Those who are falling behind are given the right support to get them back on track.

Pupils with special educational needs and/or disabilities (SEND) are supported well to achieve academically and to develop socially. Leaders and staff quickly identify their additional needs. They ensure that the right support is put in place for pupils. Teachers also make adaptations so that pupils with SEND can access the curriculum. For some pupils with a very high level of need a personalised curriculum is provided.

Leaders enrich the school curriculum by giving pupils many first-hand experiences, for example through history and drama workshops and a variety of visits. Pupils are taught how to keep physically and mentally healthy. They are also taught about global issues, fundamental British values and to challenge stereotypes. Assemblies, stories about inspirational people and opportunities to debate in class all play a part in helping pupils to understand modern Britain.

Staff are proud members of the school community. They feel supported by leaders and value the way that their workload and well-being are considered. Leaders invest in professional development for all staff, including subject leaders. Those subject leaders who have recently taken up post are being supported effectively in their new roles.

Governors and trustees are well informed and knowledgeable about the school's strengths and next steps.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Regular training and robust systems are in place for all staff and governors. They know what to look out for and how to report any concerns.

The planned curriculum teaches pupils how to keep safe and includes subject content about online safety.

Leaders seek out ways to support pupils and their families. School staff and external agencies work together well to meet the needs of pupils and ensure that they are

kept safe. Leaders also work in partnership with parents. They provide a range of pastoral support, including through community events which aim to promote the well-being of pupils.

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

### **(Information for the school and appropriate authority)**

- The way in which leaders' curriculum thinking has been refined to meet pupils' needs is more developed in some subjects than it is in others. In a small number of subjects, the curriculum does not enable pupils to acquire and remember new knowledge as successfully. Leaders need to continue to strengthen their curriculum thinking, including how they expect it to work in the classroom. They should maintain their focus on making sure that pupils understand and remember knowledge securely over time.
- Some subject leaders are new to their role and, as a result, are still getting to grips with how to develop and lead their subjects. Leaders should continue to develop the expertise of subject leaders through training and support. They should work with subject leaders to refine curriculum thinking and support teachers to implement the planned sequences of learning.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142966
<b>Local authority</b>	Havering
<b>Inspection number</b>	10241126
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Benedict Dunhill
<b>Principal</b>	Angela Winch
<b>Website</b>	<a href="http://www.drapersbrookside.com">www.drapersbrookside.com</a>
<b>Dates of previous inspection</b>	28 and 29 November 2018, under section 5 of the Education Act 2005

## Information about this school

- Drapers' Brookside Infant School joined the Drapers' Multi-Academy Trust on 1 September 2016.
- The school shares a site with Drapers' Brookside Junior School.
- Leaders do not make use of any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the principal, the vice-principal, senior leaders and subject leaders. They met with the chair of trustees and the CEO virtually. They also met with the chair of governors in person and two members of the governing body virtually as well as a representative from the local authority.

- Inspectors did deep dives in the following subjects: early reading, science, history and physical education. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also listened to some pupils read. Other subjects, such as mathematics, geography and art, were also considered as part of this inspection.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, attendance, pupils' personal development and behaviour. The views of parents and staff were also considered, including through Ofsted's surveys.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers, support staff and pupils. They looked at records relating to safeguarding, including pre-employment checks on staff.

### **Inspection team**

Julie Wright, lead inspector

His Majesty's Inspector

Lascelles Haughton

His Majesty's Inspector

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