

# INSPECTION REPORT

**BROOKLANDS PRIMARY SCHOOL**

BLACKHEATH

LEA area: Greenwich

Unique reference number: 100148

Headteacher: Mrs G Hunt

Reporting inspector: Miss S Ramnath  
21334

Dates of inspection: 28<sup>th</sup> - 30<sup>th</sup> March 2000

Inspection number: 192726

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Medebourne Close  
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Blackheath  
London

Postcode: SE3 9AB

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Appropriate authority: Governing body

Name of chair of governors: Mrs K Hart

Date of previous inspection: 16<sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Brooklands Primary is a mixed, average sized school with a nursery. It is situated in Blackheath, a socially mixed area of Greenwich and its pupils represent a very wide range of backgrounds. There are 233 pupils on roll organised in eight classes. The percentage of pupils eligible for free school meals at 15 per cent is below average. Twenty-one per cent of the school's population come from a wide range of ethnic backgrounds against a national average of 10.1 per cent and six pupils come from homes where English is not their first language. This is well below the national average. The school has 20 per cent of pupils on its register of pupils with special educational need. This is in line with the national average. Five have statements of special educational needs. The proportion of pupils with a statement of special educational need is above average.

The majority of children who enter the Reception class have had Nursery provision in this school; 48 children attend part-time in the nursery. Attainment on entry to the Reception class is very broad and a small number of children have language skills below the levels expected of children of a similar age.

### **HOW GOOD THE SCHOOL IS**

This is an effective and improving school with many very good features. The ethos is warm and caring and pupils make good progress and attain high standards in English and mathematics by the time they leave school at eleven. The headteacher and her staff, supported by governors, have high expectations of what each pupil can achieve academically and socially and are constantly striving to improve standards of teaching and learning. The school provides very good value for money.

The good behaviour of the pupils and positive attitudes to learning, their respect for property and their harmonious relationships, regardless of age, ability, gender, social or ethnic background, result from the very good leadership and management of the school. This contributes to the very good ethos of the school which has created a very effective learning environment.

#### **What the school does well**

- Pupils attain well in English and have good speaking skills.
- Standards in mathematics are very high.
- Teaching is good and pupils respond and learn very well.
- The headteacher, staff and governors work closely together to lead and manage the school effectively. Significant improvements are made as a result of continual analysis of strengths and weaknesses.
- The attitudes, behaviour and personal development of the pupils are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

### What could be improved

- Planning in literacy and numeracy is good. However, work in other subjects does not always clearly identify what pupils of different abilities will learn and do by the end of the sessions. Insufficient reference is made to the National Curriculum levels in the planning.
- The assessment and monitoring of pupils' academic progress in subjects other than literacy and numeracy are not fully in place in order to meet the learning needs of all pupils.

*The areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1996, the school successfully addressed all the areas for attention previously identified. Schemes of work are fully established for all subjects and have recently been reviewed for the new curriculum which becomes effective in September 2000. Teaching in religious education and design and technology has improved. Work now meets statutory requirements and standards of attainment are at least in line with local and national expectations in these subjects. The provision for information and communication technology has greatly improved. The school has invested wisely in computer resources to raise pupils' attainment which is now in line with national expectations, with some pupils reaching above average standards in some aspects of the subject. The school is in a strong position to continue its move forward; it has the commitment of staff and governors and the support of parents.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	B	B
Mathematics	B	A	A	A
Science	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

These are good results. Compared with all schools as well as with similar schools, standards are well above average in mathematics and science and above average in English. Over the last three years, standards in the three core subjects taken together have been consistently well above the national average. They have risen year-on-year whilst the school has kept pace with national trends. In 1999, the school exceeded the targets it had set for pupils and is making good progress towards its challenging targets set for 2000.

Children under five receive a good start in the Nursery and by the age of five, many exceed the standards expected of children of a similar age in all areas of learning. Evidence from this inspection confirms pupils' high standards at age eleven in English and mathematics. All pupils achieve well, including pupils with special educational needs and higher attainers. They all make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils are keen to learn and are proud of their school. They eagerly take part in extra-curricular activities and contribute to all aspects of school life.
Behaviour, in and out of classrooms	Good, notwithstanding a minority who could, and sometimes do present problems. Pupils are courteous towards each other and to adults. Behaviour is generally well managed in a positive way.
Personal development and relationships	Very good personal development with many planned opportunities for pupils to take responsibility. Relationships are very good between staff and pupils and pupils and their peers.
Attendance	Good, above the national averages. Pupils enjoy coming to school. Registers are completed accurately and monitored regularly by the headteacher.

The pupils have very good attitudes to learning. Most are well motivated and enthusiastic in their work and develop good work habits and routines. They listen well and in a number of lessons observed, this enabled them to make good progress, for example, in literacy and numeracy in Key Stage 2. Pupils have plenty of opportunities to help others and to be responsible. Pupils from all backgrounds get on well together and when they work in groups, they do so without fuss.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is good. It makes a significant contribution to the good progress that pupils make. During the inspection, around two-thirds of the lessons observed were good and the rest were satisfactory. There was no unsatisfactory teaching. The teaching of both English and mathematics is good in almost all lessons. Teachers have a good knowledge and understanding of the literacy and numeracy strategies and apply them well in their teaching to ensure that their pupils learn the basic skills of the subjects well.

The teaching of children under five in the Reception class is satisfactory. Teaching is better in Key Stage 2 than in Key Stage 1 and is consistently very good in Years 5 and 6 in literacy and numeracy lessons. In these sessions, teachers make good use of time ensuring that pupils work and learn at a brisk pace. Their high expectations mean that pupils are challenged and extended. Good relationships and interesting tasks ensure that pupils are motivated and eager to learn in many lessons. Where teaching is satisfactory, work is not as well planned for the range of attainment. The introductory sessions go on for too long and pupils tire of sitting on the carpet and become restless.

The planning in literacy and numeracy lessons is good. However, planning, in other subjects is not always clear. The objectives are not always precise and the planning does not always refer to the National Curriculum levels.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad. Pupils are stimulated by a wealth of experiences across a range of subjects even though the main emphasis is on literacy and numeracy. Educational visits and extra-curricular activities enrich the curriculum.
Provision for pupils with special educational needs	Provision is satisfactory and pupils make sound progress. Appropriate emphasis is placed on literacy and numeracy. Pupils' progress is carefully monitored and they receive extra help in most lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strength of the school. Pupils are encouraged to be responsible and to have a mature, independent and reflective approach to learning. This helps their personal development. Good role models and a clear code of behaviour ensure that pupils develop a secure understanding of moral responsibilities and behave well. They have very good opportunities to develop their social skills. They reflect on their experiences, gaining insight into the values and beliefs of others. They learn to appreciate the variety of cultural traditions both within the school and further afield.
How well the school cares for its pupils	Good. The headteacher and her staff know each pupil well as an individual. The very good monitoring of pupils' academic progress in English and mathematics provides teachers with all the information they need to plan work. However, procedures are not sufficiently rigorous in other subjects to evaluate progress. This has been identified by the headteacher and is targeted for development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The very good ethos created by the headteacher, supported by the deputy headteacher and the whole school community, supports pupils very well in their learning. There is a strong drive for improvement which permeates all aspects of school life.
How well the governors fulfil their responsibilities	Very good. Governors are supportive and well informed. They provide effective support and are involved in decision-making and evaluating aspects of the school's work. They carry out their responsibilities very well.
The school's evaluation of its performance	The school is a learning school. It reflects effectively on what works well and less well. Senior managers are fully aware of the school's strengths and are committed to addressing its weaknesses. They use wide-ranging methods of self-evaluation to measure their effectiveness.
The strategic use of resources	Very good. These are very well used to ensure that pupils are taught by good teachers in an attractive, well-resourced and carefully maintained school environment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good behaviour of pupils.</li> <li>• The literacy hour.</li> <li>• The way in which the school is led and managed.</li> <li>• Their children enjoy going to school.</li> <li>• The school encourages pupils to have positive values and attitudes.</li> </ul>	<p>A few parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> <li>• They are not kept sufficiently informed about what is taught.</li> <li>• The needs of pupils are not always met.</li> <li>• They would like more information about their child's progress.</li> <li>• The homework provision.</li> <li>• Some poor playground behaviour.</li> </ul>

The overwhelming response of parents is positive, appreciative and constructive. Inspection findings support all the positive views expressed in both the questionnaire responses and at the meeting with parents. In all instances where parents expressed a negative view, there was a contrary positive view from other parents. The inspection team agrees that currently, not enough information is provided about what is taught and that the needs of pupils are well met in English and mathematics but not as well in other subjects of the curriculum. This is being addressed. The team did not, however, find evidence during the inspection to support the concerns of a minority of parents about progress reports. Although the school provides parents with sufficient information regarding homework arrangements, plans are in place to review the purpose of the homework regularly. Pupils' playground behaviour was good during the inspectors' visit, with no evidence of bullying, racist behaviour or harassment seen.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils attain well in English and have very good speaking skills.**

1. The standards in English are above the national average by the end of Key Stage 2. They are also above standards attained in similar schools. In the 1999 Key Stage 2 tests nearly a third of pupils reached Level 5, which is well above the national standard and a clear indication of the progress made by higher attaining pupils. Nearly all pupils make good progress because of the strong focus on the development of literacy skills and the good teaching especially in Years 1, 4, 5, and 6. The results also reflect the school's thorough analysis of National Curriculum test results. This usefully identified specific areas of work that needed more emphasis, such as extended writing. The teachers then focused attention on areas that were likely to improve standards. Overall pupils attain well in all aspects of English.
2. In both key stages, pupils attain above national expectations in speaking and listening; they are confident speakers and most listen attentively. Frequent opportunities in most classes allow pupils to practise their skills, learn to listen to one another and to take turns when speaking. By Year 6, pupils speak clearly and confidently. Many use an extensive vocabulary when expressing their opinions, answering questions or talking about their work, for example, when explaining the work they had completed in information technology. Pupils receive a good start in the Nursery and progress well. However in Years 1, 4, 5, and 6, progress is especially good. Opportunities for pupils to talk are planned carefully so that in many lessons pupils discuss what they have learnt. Standards in reading are good. Again pupils receive a good start in the Nursery and opportunities to acquire early reading skills are well planned and effective. Pupils make steady progress through the school until by Year 6, nearly all read with fluency, expression and good comprehension. They read widely and with enjoyment, and are not afraid to tackle demanding texts, often offering perceptive comments about characters and their motives. Pupils use the library well. By the end of Key Stage 1, pupils write stories, poems and factual accounts of their experiences. Their writing is well organised, with many pupils writing complete sentences using full stops and capital letters correctly. Spelling is largely accurate. Pupils' writing in Year 6 shows that they write well for a variety of audiences and styles, including drama, book reviews and letters to friends or to other people asking for information. Pupils looked at the formal language in official documents and used given criteria when writing class guides. These were then rewritten in a style to make them more accessible to younger pupils.
3. Throughout the school, writing and spelling have improved since the earlier inspection and grammar and syntax continue to be well taught. Presentation of work is good and handwriting develops well so that by Year 6, nearly all pupils have clear, well-formed and legible handwriting. The standard of pupils' work on display is very good.

#### **Standards in mathematics are high.**

4. The standards in mathematics are high. The 1999 results show that against all schools nationally and against schools with a similar intake, standards are well above average. The school attributes the particularly good results partly to the implementation of the numeracy strategy, the good teaching and the high expectations of teachers. The mathematics curriculum is well developed using the National Numeracy Strategy and ensures that all pupils have a good grasp of working with numbers in their heads through the mental mathematics sessions. By the time they leave school at eleven, the

pupils have developed the necessary skills to solve more complex problems confidently.

5. By the end of Key Stage 1, the majority of pupils use a range of methods to add numbers mentally, for instance, adding 25 and 12, and clearly explain how they arrive at the correct answer. Most confidently add ten to two- and three-digit numbers and some higher attaining pupils accurately count forwards and backwards in fours. By Year 6, nearly all pupils have a good understanding of mathematical language and are confident when applying their skills, knowledge and understanding of fractions and percentages to solve problems, for example:  $17\frac{1}{2}$  per cent of 40,000. Higher attaining pupils solve even more complex problems with speed and accuracy.
6. Pupils' high attainment in mathematics and numeracy owes much to the effective way they are able to talk about their work using the correct mathematical vocabulary to explain their thinking. This fluency enables pupils to present their ideas clearly, answer questions confidently and solve problems effectively.

### **Teaching is good and pupils respond and learn very well.**

7. The strong professional leadership has a significant impact on the quality of teaching and learning and the positive attitudes of pupils. In all the lessons observed, the teaching was satisfactory or better. In 54 per cent of lessons the teaching was good and in twelve per cent of lessons it was very good. Overall, teaching in English and mathematics is very good. The skills of literacy and numeracy are well taught as the schemes provide good support and teachers have a high level of understanding in numeracy and phonics. In other subjects, the school's schemes of work provide a good framework for teachers' planning.
8. The teaching of under-fives is good in the Nursery and sound in the Reception class. Teaching in Key Stage 1 is good, and is very good in Key Stage 2, especially in Years 4, 5 and 6 - particularly in literacy and numeracy. All teachers are committed to high standards and this is evident in their planning, especially in English and mathematics. Most teachers make clear to pupils what they are expected to learn by the end of the lesson and refer to the learning intentions as the lesson progresses. As a result, pupils are left in no doubt what the lesson is about. This also enables the teacher to find out whether pupils have learned what was planned. In nearly all instances, tasks are imaginative and work is pitched at levels closely matched to pupils' prior attainment.
9. The teachers' use of questions to find out what their pupils know at the beginning, during and at the end of the lesson is often outstanding. Most are adept at asking good follow-up questions in reply to pupils' initial responses which provide valuable information, especially when planning future work. Good examples of this were observed in both the literacy and numeracy sessions. Most teachers manage pupils well and create a calm and purposeful working atmosphere which allows all pupils to concentrate and do their best, whilst encouraging pupils to develop a mature and independent approach to their learning.
10. Teachers have a good knowledge and understanding of the subjects they teach which enables them to explain new ideas and concepts clearly to their pupils and enthuse pupils through their own interest in the subject matter. This was well demonstrated in Year 6 during the science lesson on the life cycle of a plant. Very skilled support staff and parent helpers work closely in partnership with teachers and have a significant impact on learning and the standards of work.
11. The relationships between staff and pupils are an important strength of the school.

Teachers treat their pupils with respect and pupils respond very well to this. Pupils are hardworking, well behaved and eager to learn and do their best. Most are mature and sensible and are able to sustain this good learning even when work is challenging. They co-operate well and are considerate and respectful to others. For example, in a Year 1 information and communication technology lesson, pupils worked well as a group to program the Roamer to travel from one place to another. The teacher had very high expectations of behaviour and the pupils responded accordingly. All were very proud of their efforts and applauded spontaneously when they successfully completed the task.

12. There are relative weaknesses in the otherwise good teaching. For example, aspects of the literacy and numeracy sessions are too long at times and as a result, some pupils become bored and restless. Also, the planning in subjects other than literacy and numeracy does not always provide sufficient guidance for teachers. Throughout the school, teachers mark pupils' work. Whilst there are some good examples of helpful marking, these are not typical. Written comments do not always show the pupils how their work might be developed or improved.

**The headteacher, staff and governors work closely together to lead and manage the school effectively. Significant improvements are made as a result of continual analysis of strengths and weaknesses.**

13. The headteacher is one of the school's major assets. She has an extremely strong commitment to the school and its pupils and leads the school very effectively. Her willingness to be self-critical, constantly questioning how things could be better, and her ability to encourage others to be confident enough to be the same, has enabled the school to move forward since the previous inspection and as a result, has improved standards in information technology, design and technology and religious education. The role of the headteacher is complemented by that of the deputy headteacher who manages the school well in her absence.
14. Good arrangements are in place to monitor the quality of teaching and curriculum development. The headteacher and senior management team have established a constructive programme to monitor and evaluate teaching and learning and the information gained is put to good use. There is an easy yet productive relationship between the headteacher, deputy head and staff and as a result, the monitoring of classroom provision is carried out in a supportive, yet professional manner that reflects the ethos of the school. Teachers are informed about how they can improve and are given the support needed. Continuing professional development is strongly encouraged. The role of the co-ordinator has improved since the previous inspection and key staff use a range of methods to improve the quality of provision. Co-ordinators in other areas have been successful in maintaining enthusiasm for their subject areas despite the school's emphasis on literacy and numeracy. Non-contact time has been used well to review the present schemes of work in light of the new curriculum arrangements.
15. This culture of reflection and evaluation is at the heart of the school and this is evident in the way the headteacher, staff and governing body co-operate well in the decision-making process. All are involved in drawing up and updating the school development plan and procedures for identifying priorities are excellent. All aspects of the school are considered and the main drive of the plan is continuous improvement in the quality of education provided and the raising of standards. The educational priorities identified are the right issues the school needs to be pursuing in relation to the school's circumstances and needs.
16. The resources available to the school are very effectively managed and are used well

strategically to improve further the good quality provision. In the last 12 months, for example, extra money has been allocated to numeracy, literacy and information and communication technology. The latter has been backed up by an extensive programme of staff training to ensure its effective use in raising standards and providing value for money.

17. The school benefits from an informed and supportive group of governors who contribute substantially to the effectiveness of the school. They have a good strategic view of the school's development and are fully involved in the process of planning and evaluating the success of different initiatives. Governors have a very good understanding of their roles and responsibilities and keep themselves well informed about what is going on in the school. For example, governors make regular, focused visits, usually linked to their curriculum interest, and report back to the whole governing body. This helps to ensure that governors have a clear view of the school's strengths and weaknesses. The headteacher values greatly the governors' role in helping to test ideas and initiatives and all work effectively together with a clear sense of purpose and a commitment to school improvement.
18. The very good leadership and management are reflected in pupils' good behaviour and positive attitudes to learning, their respect for property and their harmonious relationships, regardless of age, ability, gender, social or ethnic background. The very good ethos of the school has created a very effective learning environment.

**Overall, the attitudes, behaviour and personal development of the pupils are very good.**

19. Pupils' good attitudes, behaviour and very good relationships and personal development make a positive contribution to the school's ethos and the way pupils learn. Comments from parents, both in the questionnaire and at the meeting prior to the inspection, support this view.
20. Throughout the school, attitudes towards learning are good. Children settle into school routines quickly from the time they start school in the Nursery and are soon confident to leave parents and carers. In the classroom and play areas, they relate well to each other, play co-operatively and are developing a sense of independence. Older children in the Reception class work well in groups, share resources, concentrate on an activity and listen to instructions from the adults in charge. These positive attitudes to learning continue throughout the school as the majority of pupils are well motivated and hardworking. Most concentrate well as seen during the Year 6 numeracy session. They consistently remain on task when working in pairs or groups and demonstrate very high levels of enthusiasm in all aspects of their learning and through all subjects. Occasionally, in lessons where the pace is slow or too many pupils are cramped on the carpet, pupils' attention wanders and they lose interest, although they generally remain co-operative. Pupils with special educational needs show interest in their work. They co-operate well with staff, both in withdrawal groups and when given support in their classrooms. They show a certain amount of independence in carrying out their tasks and collaborate satisfactorily when working in a group.
21. Behaviour in and about the school is good and this has a direct and positive effect on the standards achieved. Pupils have a good understanding of the rules, which they have helped to formulate, and respond well to the structure of rewards and incentives for good work and other successes. They move around the school in a quiet, orderly manner and show respect for their surroundings. There is no evidence of graffiti or litter. Overall, pupils are very polite and helpful to adults and look after the property, equipment

and resources well. They are open and courteous to visitors and are happy to talk to adults. Lunchtimes, outdoors are very pleasant occasions and both boys and girls and older and younger pupils play together sensibly and most have a clear understanding of what is right and wrong. There have been no exclusions from the school and no evidence of bullying was observed during the inspection.

22. Relationships at all levels are very good and a strength of the school. Staff, governors, pupils and parents work together to create a happy, caring environment where the individual is valued and respected. Pupils are able to express their opinions knowing that these will be listened to and valued. For example, pupils in a Year 2 circle time session respected and valued the opinions of others when discussing ways to improve the environment. Older pupils are well aware of one another's social, cultural and religious differences but these are accepted and individuals are valued for the contribution they make to the life of the school. Pupils with special educational needs are well integrated in the life of the school.
23. The personal development of pupils is very good and is due largely to the ethos of the school which encourages a high degree of independence to which pupils respond well. From a young age, all children are encouraged to undertake small independent tasks and to take turns in exercising responsibility. Pupils support each other very well at all times of the school day. Pupils respond well to opportunities provided for them to exercise independence in their learning and the organisation of the resources in most classes enables pupils to use their initiative and access resources themselves and become independent of the teacher. Older pupils have a number of duties around the school. They take charge of playground play equipment and help in the dining hall at lunchtimes. By the time they are in Year 6, pupils have been given many opportunities to take responsibility. They volunteer willingly and are mature in their approach. All pupils have access to a variety of extra-curricular activities and clubs which give them the chance to develop interests, show some independence and initiative, and, with sport, to appreciate the importance of developing a team spirit. Each term, a pupil from each class, Year 2 to 6, represents his/her peers on the School Council, which provides a forum for raising issues that are noted and acted upon by the school.

**Provision for pupils' spiritual, moral, social and cultural development is very good.**

24. The school very successfully promotes the spiritual, moral, social and cultural development of children from the time that they start school. Children under five quickly learn how to behave in school, to work well with each other and to take turns when using the computer. They know the difference between right and wrong and have a good understanding of the world in which they are growing up, for instance, in learning to listen to others and respect their views.
25. Provision for pupils' spiritual development is good. The staff use the planned programme of assemblies very successfully to promote pupils' spiritual development. For example, in an assembly where the Bible story of the 'Prodigal Son' was read, pupils reflected on how they could 'make up' after doing something wrong. In religious education, pupils are invited to reflect on their own and other, beliefs whilst at the same time, they explore their own feelings. A good example of this was when pupils in a Year 5 class discussed how a new person to their school would feel. Time is provided in lessons for pupils to reflect on their work and achievements when setting targets and reviewing their learning.
26. The provision for pupils' moral development is very good. There is a strong sense of pride in the school. Values relating to right and wrong are promoted strongly and are

reflected in the caring atmosphere, mutual trust and in the clear codes of conduct which have been agreed by staff, pupils and parents. At times, collective worship themes include a moral element, which helps pupils to deal with dilemmas they may encounter in daily life, such as forgiveness. Wider moral issues are often discussed in the literacy hour where pupils write about the beneficial and detrimental effects of building the Millennium Dome. This indicated a careful consideration of important issues. All adults in the school set a very good example to pupils in the way they work together, respect each other and show a strong commitment to the school's aims and values. Pupils are taught to treat each other with respect, take care of the environment and use equipment sensibly. Teachers generally manage pupils' behaviour well and pupils have a clear understanding of the hierarchy of sanctions if their behaviour drops below an acceptable standard. Teachers, as well as lunch time supervisors, continually encourage and reward good behaviour. Parents strongly agree that the school's values and attitudes have a positive effect.

27. Social development is very good and reflects the ethos of the school. Pupils are given many opportunities to work co-operatively, and girls and boys and pupils of all social and ethnic backgrounds work and play together as a matter of course. Older pupils gain a good understanding of citizenship when they take on extra responsibilities in the day-to-day life of the school, such as helping in the dinner hall and looking after the welfare of younger pupils. Extra-curricular activities, residential trips and physical education promote pupils' social development and understanding of the importance of teamwork. The school encourages pupils to get involved in the local community through links with the local secondary school and senior citizens' home. Pupils' awareness of the wider community is extended through the charities which pupils nominate to support.
28. The school's curriculum contributes very well to the cultural development of all pupils. Many opportunities are provided in art, music, history and religious education for pupils to learn about the ways of life of their own culture and to appreciate the richness and diversity of others. All pupils listen to the music of famous composers and those in Key Stage 2 have the opportunity to learn to play musical instruments. Pupils study the art and music of a range of cultures and in English, are given ready access to a range of texts including stories, poetry and non-fiction to provide insight into the culture and daily lives of people with differing cultural backgrounds. Visiting artists, for example Chinese and Asian dancers, also enhance their cultural development and pupils have regular opportunities to visit museums and other places of interest. The school's religious education programme, a visit to a synagogue and a study of artefacts have helped the pupils to a greater understanding of the beliefs of other faiths. Good use has been made of a Jewish parent to support and enrich pupils' cultural development.

## **WHAT COULD BE IMPROVED.**

**Planning in literacy and numeracy is good. However, work in most other subjects does not always clearly identify what pupils of different abilities will learn and do by the end of the sessions. Insufficient reference is made to the National Curriculum levels in the planning.**

29. All teachers provide experiences of high quality for their pupils in English and mathematics. Work in these subjects is planned effectively to provide a range of teaching and learning strategies which keep the interest of the pupils and help them to reach the targets set for them. The work builds progressively on what the pupils already know and can do. Different tasks are set for pupils in the class of differing abilities, so that pupils are always challenged at an appropriate level and, as a result, make good

progress. This is not the case in some other subjects and planning in other core subjects is sometimes very brief. Insufficient detail is provided of how the work is to be matched to the different groups of pupils or what pupils are expected to experience or learn in each lesson. Neither is appropriate reference made to the levels of attainment that pupils are expected to reach in each subject.

**The assessment and monitoring of pupils' academic progress in subjects other than literacy and numeracy are not fully in place in order to meet the learning needs of all pupils.**

30. The school has successfully used target setting to raise standards in English and mathematics. This is good practice. Statutory test results are analysed carefully and used to monitor pupils' performance in the different attainment targets. Weaknesses in overall performance are identified and used as a basis for changes in provision in the subsequent year. For example, the school has identified creative and factual writing as areas in need of further input and has allocated time in order to improve standards.
31. In subjects other than English and mathematics, teachers make good use of information from assessment when planning their lessons. However, the evaluation of pupils' learning in lessons other than English and mathematics is not sufficiently rigorous because plans in these subjects do not always identify the provision for pupils of different abilities. At present, there is no whole-school approach to record on-going assessment in all subjects of the curriculum, an area that the school acknowledges needs further development. Where assessment procedures are firmly established, teachers are able to provide a better match of activities to pupils' learning needs and this helps them to make consistently good progress. However, where the match of work is not so precise, pupils make only satisfactory progress because work is not well matched to their needs.
32. Although there is a marking policy, standards of marking are inconsistent throughout the school. The best examples contain positive comments and suggestions of ways in which pupils can improve their work, but often marking is a series of ticks. However, most teachers' oral feedback to pupils is informative and includes suggestions about improving the work.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**Brooklands Primary is an effective school. With this in mind the school should continue its good work to raise standards by:**

**Improving the quality of curriculum planning in subjects other than literacy and numeracy by:**

- Identifying clearly what pupils of different abilities are expected to learn and do by the end of the session and make appropriate reference to National Curriculum Levels.
- # Ensuring that there are effective, whole-school procedures for the assessment of pupils' attainment and monitoring of their progress in all subjects of the curriculum.

# This issue has already been identified by the school.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	50	36	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	234
Number of full-time pupils eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		57

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	4.8
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	11	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	10	10	10
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	90	93	93
	National	90	93.4	92.6

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	17
	Girls	9	10	10
	Total	26	29	28
Percentage of pupils at NC level 2 or above	School	83.4	93	90
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	14	17	17
	Total	25	27	29
Percentage of pupils at NC level 4 or above	School	81	87	93
	National	69.7	68.2	77.9

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	15	17	16
	Total	25	28	27
Percentage of pupils at NC level 4 or above	School	81	90	87
	National	67	69	75

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	3
Indian	5
Pakistani	1
Bangladeshi	
Chinese	
White	165
Any other minority ethnic group	33

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	29.1
Average class size	29.1

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	107

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	24.1

Total number of education support staff	1.0
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12.0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
	£
Total income	526386
Total expenditure	513747
Expenditure per pupil	1992
Balance brought forward from previous year	63193
Balance carried forward to next year	75832

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	257
Number of questionnaires returned	131

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	54	37	3	2	4
Behaviour in the school is good.	57	39	2	0	2
My child gets the right amount of work to do at home.	40	37	12	5	5
The teaching is good.	51	41	3	2	3
I am kept well informed about how my child is getting on.	37	40	20	2	1
I would feel comfortable about approaching the school with questions or a problem.	60	34	5	0	1
The school expects my child to work hard and achieve his or her best.	51	39	5	1	5
The school works closely with parents.	45	45	6	2	2
The school is well led and managed.	67	30	1	0	2
The school is helping my child become mature and responsible.	56	39	3	1	1
The school provides an interesting range of activities outside lessons.	50	33	6	1	10