



Brooklands Primary School

Inspection Report

Unique Reference Number 100148
LEA Greenwich
Inspection number 276259
Inspection dates 26 April 2006 to 27 April 2006
Reporting inspector Wendy Simmons AI

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

Type of school	Primary	School address	Medebourne Close
School category	Community		Casterbridge Road
Age range of pupils	3 to 11		London SE3 9AB
Gender of pupils	Mixed	Telephone number	020 8852 8210
Number on roll	235	Fax number	020 8852 1314
Appropriate authority	The governing body	Chair of governors	Ms Gill Blair
Date of previous inspection	28 March 2000	Headteacher	Mrs Gloria Hunt

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Brooklands is a popular and oversubscribed school serving a socially and culturally diverse mix of pupils. Most pupils are from White British backgrounds and a few pupils come from Black Caribbean and Indian heritages. A few pupils are at the earliest stages of learning English as an additional language (EAL). Brooklands is a former 'Beacon School' and participates in innovative projects such as 'Sustaining Successful Schools'. The school has been recognised as a 'Healthy School' and recently won the 'London Schools Environment Award'. When children start school they show higher than expected skills for their age. Fewer pupils than usual have learning disabilities and difficulties (LDD). However, the proportion with a statement of special educational need is higher than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Brooklands is an outstanding school because all elements of the school's work are at least good and many features are exemplary including teaching and the curriculum. Inspectors agree with parents that children are 'inspired' by the school. The school judged itself to be good with outstanding features. The difference between the inspection and school's judgement is due to the school being over modest.

Underpinning this successful school is outstanding leadership and management, especially by the headteacher. There is a strong partnership between governors, staff, parents and pupils, which is aiding innovation. Together, they demonstrate an outstanding capacity for further improvement because of improving standards, which have risen almost consistently each year since the last inspection. This school performs in the top 10 per cent of the country in national tests in Year 6.

Brooklands gives outstanding value for money. Pupils benefit from outstanding provision in the Foundation Stage and pupils of all abilities, backgrounds and needs are successfully included. Pupils enjoy learning and make exceptionally good progress overall. Strengths include outstanding progress in English and science by Year 6. Pupils' personal and social development is also outstanding, as is the quality of care provided for pupils and the range of activities planned for them. Pupils benefit from outstanding spiritual, moral, social and cultural education because it enriches their learning and helps them to understand racial tolerance. Teachers are especially skilled at extending pupils' English and science skills. The school is successfully developing problem solving skills in mathematics and knows that these require more attention for higher ability pupils in Year 2.

What the school should do to improve further

Focus on:

- helping higher ability pupils, especially in Year 2, to explain, solve and record challenging mathematical problems in different ways.

Achievement and standards

Grade: 1

Pupils reach outstanding standards by Year 6 in English, mathematics and science and, by Year 2, standards are especially high in reading and writing. Pupils make outstanding overall progress from their high starting point. Parents confirm that their children make 'great strides'. Progress is outstanding in the Foundation Stage and from Years three to six and in other year groups it is good overall. Progress is outstanding because learning is really exciting, well planned and supported by many visits. As a result, pupils acquire a rich variety of both academic and personal skills, which prepare them well for the future.

In English and science, progress is outstanding and in mathematics it is good by Year 6. A high proportion of pupils make significant progress between Years 3 and 6. The school is currently working on helping pupils to develop more complex thinking skills. It has set challenging targets to improve the proportion of pupils gaining high (Level 3) standards in mathematics by Year 2.

Children join the school with higher than expected skills. By the end of the Foundation Stage standards are much higher than expected for the age of the children. These children make exceptionally good progress in developing skills in reading, phonics, speaking and listening.

Pupils make outstanding progress regardless of ethnicity, age or gender, including the few learning EAL. This is because of the whole school focus on speaking and listening; as a result pupils often reach high standards in their learning. Those with learning difficulties are quickly assessed and given effective help. Very able pupils are challenged to think and learn in interesting and appropriate ways.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and enables pupils to improve their self-esteem, gain confidence and work well with others. All pupils say that they like school, as demonstrated in their good attendance and behaviour.

Spiritual, moral, social and cultural development are outstanding. These features feed naturally into lessons, support links with the wider community and enhance pupils' enjoyment of learning. Visits are central to personal development, especially in they way pupils learn to appreciate literature, music, and art, and in promoting their good understanding of how to be safe. Pupils really enjoy learning, they feel safe at school and like making decisions. For example, the school's council asked the cook to improve the range of salads available at lunchtimes. Pupils have their own vegetable plot and run a fruit shop, which helps their understanding of healthy lifestyles and supports the acquisition of skills for their future economic well-being. The curriculum celebrates different cultures, promoting pupils' tolerance of others and racial harmony, as evident in the school never having excluded a pupil. The headteacher really helps pupils to feel a sense of self-worth, especially through the 'red letter' awards.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall. They are outstanding in the Foundation Stage, good in Key Stage 1 and outstanding in Key Stage 2. Particular strengths include pupils' learning in English and science. Teachers plan their work well and have high expectations, catering effectively for the range of needs and abilities. Teachers are working successfully to promote challenges for higher ability pupils in mathematics, but this is correctly still an area for development by Year 2. Teachers make good links

between subjects, for instance, when using rivers as a stimulus for dance. Pupils adopt mature attitudes and form outstanding relationships with staff. The very good emphasis on speaking and listening promote pupils' confidence and understanding. Teachers make learning interesting and use imaginative ideas to engage pupils, making effective use of ICT. Pupils with LDD and those learning EAL benefit from high quality support from teaching assistants.

There is a strong link between marking and pupils' outstanding progress in English. Pupils said, 'it helps us to improve'. Marking in other subjects is good. Pupils know their targets for improvement and teachers use assessment information well to help them to reach these. However, some work in books is untidy and marking has not addressed this enough. Specialist teaching in dance, music and physical education adds to the overall outstanding quality of learning.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it is extremely varied and enables pupils to enjoy learning and make outstanding progress. Imaginative links between subjects make learning meaningful for pupils. For example, Year 4 pupils used instructional writing in English to follow plans to construct an electrical quiz board in science. The very good use of visits broadens pupils' horizons and enlivens learning. Pupils have very good opportunities for extended activities beyond the school day, developing their skills further, particularly in sport. The very good arrangements for citizenship and personal and social education contribute very significantly to pupils' social development and the preparation for future living. Very good provision is made for pupils with LDD and those learning EAL, facilitating their learning and progress.

Care, guidance and support

Grade: 1

The excellent arrangements for the care of the pupils help them to feel safe and secure. Child protection procedures are rigorous and pupils know whom to turn to if they are troubled. Outstanding links with parents and outside agencies enable pupils to make significant progress in their social and intellectual skills. The well planned programme for citizenship teaches pupils to be knowledgeable about safety and adopt healthy life styles. Care is central to the school's work as seen when Year 6 pupils took responsibility for a partner Reception child, keeping a watchful eye on them, which contributed to their confidence and social skills. Assessment is used very well to monitor pupils' progress. The school has made every effort to provide for pupils with autism despite severe limitations of space.

Leadership and management

Grade: 1

Leadership and management are outstanding. Parents strongly agree that the school is well led. The headteacher has drive and vision for the pupils to be cared for and do

the best they can while at this school. She is well supported by other managers and governors and regularly seeks the views of pupils, parents and the community. For example, the school acted quickly to improve music, when parents requested this.

Strengths include the continued improvement in standards and introduction of innovative leadership practices, such as monitoring the provision linked to 'Every Child Matters'. There is an outstanding capacity for further improvement. For example, the school is actively involved in a special project concerning 'Sustaining Successful Schools'. The school rigorously evaluates its performance and has identified that mathematics teaching, for higher ability pupils by year 2, is an aspect for continued development.

Governance is good. Governors work well together and are clear about the strengths and areas for development. They have changed their committee systems to support further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

You may remember that two inspectors came to your school recently to find out how good it is and how well you are doing. Thank you for being so friendly and telling us about your school. We are writing to let you know what we found out.

We think that you are lucky to be attending an outstanding school where you are happy, have fun and learn many new things. Well done for working so hard, behaving well and helping each other, because this helps you to make outstanding progress. The headteacher, staff and governors are working very hard to make it even better and this is why we think their leadership is outstanding overall. We really like the range of activities that help you to enjoy learning. We agree that you are extremely well taught and cared for. Furthermore we know that you benefit from a fantastic range of visits and an exciting curriculum. We especially like the opportunities that you have to learn how to respect others and learn important social skills. You do especially well in learning English and science so well done for working hard on this.

I have asked Mrs Hunt to keep on with the school's plans to do even more problem solving activities in mathematics, especially so that younger pupils can think about how to solve difficult mathematics problems.

Yours sincerely

Wendy Simmons

Lead Inspector