

Brookland Infant School

Inspection report

Unique Reference Number	101263
Local Authority	Barnet
Inspection number	276480
Inspection dates	3–4 November 2005
Reporting inspector	Nicholas (Nick) Butt

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Ms Caroline Marcus Mrs Sheila Abbott
Date of previous school inspection	Not previously inspected
School address	Hill Top Hampstead Garden Suburb London NW11 6EJ
Telephone number	02083466824
Fax number	02083433294

Age group	3–7
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Introduction

The inspection was carried out by three inspectors.

Description of the school

The school is in a prosperous area of mainly owner-occupied homes, although it draws more widely from other neighbourhoods. There is a low proportion of pupils claiming free school meals. Just over a tenth of pupils have special educational needs. 30% of pupils are from a range of minority ethnic backgrounds including Pakistani and Indian, of those a growing number of pupils speak English as an additional language, including Farsi, Hebrew and Japanese. A Foundation Stage area, including a new nursery, was formed in September 2004. Attainment on entry is above average in most areas of learning.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Ensure that the good practice in the nursery is spread across the whole of the Foundation Stage.* Strengthen monitoring to ensure that individual pupils are set equally challenging learning targets.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is good because teachers are well prepared and make lessons interesting for pupils. They clearly know what they want pupils to learn and share this with them. They have generally high expectations of what pupils can do and use questioning particularly well to extend their thinking. There are some effective links between subjects. In one good lesson, the teacher reminded Year 1 pupils about their work on 'bossy words' in literacy, when giving instructions for making diva lamps out of clay. In the same lesson pupils were given mirrors to check for symmetry when forming Rangoli patterns. In the reception classes teaching is satisfactory. Activities are enjoyable but it is not always clear how they are helping children to make progress. Planning does not tightly link the work to the early learning goals, and assessment procedures are not as focused as they are in the nursery. Work for the brightest children is not always as challenging as it should be.

Curriculum and other activities

Grade:

The curriculum is good with some outstanding features. The new nursery has established an effective model for Foundation Stage provision. This has not yet fully spread to the reception classes. The school has focused on using information and communication technology (ICT) as part of its drive to enhance pupils' enjoyment and boost learning. For example there are lively presentations of mathematical and scientific ideas. Staff take every opportunity to promote pupils' awareness of how to stay healthy and safe. The school makes exceptionally good use of the wide ethnic diversity and multilingual skills of pupils, parents and staff to enrich the curriculum. Assemblies provide an inspiring focus for whole school celebration through music and the arts. The choir gave a sizzling performance in preparation for a music festival the school is hosting. There is a very good range of extra-curricular visits, charity fund-raising and after-school provision. The Year 2 residential field trip prepares pupils very well for their move to junior school.

Care, guidance and support

Grade:

The school creates an exceptionally nurturing environment, which fosters pupils' sense of security and personal skills. All adults know the pupils really well, and are particularly successful in identifying and meeting any pastoral needs. Parents are very happy with the school's care and support. They are completely confident that any concerns are dealt with promptly. There are good systems for tracking pupils' progress, and staff analyse the results of national tests well. At present pupils are not set individual targets and this is one of the reasons why the brightest children are not always challenged enough, but the school has plans to do so. Pupils with special educational needs are well catered for. The provision for those pupils whose first language is not English is very good. A specialist teacher provides skilled classroom support and tracks pupils' progress very well. She has limited time to cope with the growing demands of increasing numbers of such pupils attending the school, and so there is a concern that unless additional funding is forthcoming provision might be adversely effected.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you all for making us so welcome when we visited your school. We enjoyed meeting you and were bowled over by your enthusiasm for the school and all it offers. We think there are some incredible things about your school, such as the way everybody is so friendly and looks out for one another. We think your behaviour is absolutely superb, and that you have a real desire to learn. We know this pleases your teachers very much. We also liked:

* The way your teachers make lessons interesting and fun. * The high standards you reach in reading, writing and mathematics. * The lovely singing in assembly. * All the exciting things you do such as visits, especially the one where you stay away from home.

The new nursery is giving the youngest children a good start to school, and we want the children in the reception classes to do just as well. We know the teachers are all going to work closely together to make this happen. We also want your teachers to set you targets for your work, so you will know what you have to aim for. They will want to involve you in this, and be interested in your views about how well you are doing. Together with Mrs. Abbott and all the staff you can make your school even better than it is now. If we were children again we would love coming to your school, because it is so caring and everybody is so happy. Thank you so much for all your help.