



# Brook Community Primary School

## Inspection Report

**Unique Reference Number** 118373  
**LEA** Kent  
**Inspection number** 280302  
**Inspection dates** 7 June 2006 to 7 June 2006  
**Reporting inspector** Trevor Watts AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Brook
<b>School category</b>	Community		Spelders Hill
<b>Age range of pupils</b>	4 to 11		Nr Ashford, Kent TN25 5PB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01233 812614
<b>Number on roll</b>	70	<b>Fax number</b>	01233 812614
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Michelle S Hamer
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mr P R Stringer

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 June 2006 - 7 June 2006	<b>Inspection number</b> 280302
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This rural school is less than a third of the size of an average primary school, and has typically between five and twelve pupils in each year group. Over 90% of pupils are White British. More than a quarter have learning difficulties, which is well above the national average. Many pupils enter and leave the school at times other than the end of the year: in the last two years only about 60% of Year 6 pupils started in Year 1.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The school's own view, and that of the inspectors, is that a good education and good value for money are provided. Standards in mathematics and science are above national averages, and writing has now recovered after a brief relative lapse in standards. Teachers' planning, organisation and relationships ensure that good learning takes place, although some lessons are not always challenging enough for higher-ability pupils to achieve as well as they might. The curriculum is good, despite deficiencies in the premises that restrict physical education and Foundation Stage activities. Pupils are well cared for. They develop their personal and social skills well.

In the Foundation Stage, the teaching is good, many resources are new, and the curriculum has recently been changed to give children more independence and choice in which activities they undertake. Children settle well in Reception Class. Their progress is satisfactory, and improving.

Leadership and management are good because the clear focus on maintaining high standards has been largely successful. It is too soon to see any impact of the headteacher becoming part-time. The school's self-evaluation is mainly accurate and well founded. At the time of the previous report, the headteacher's monitoring of lessons was insufficiently analytical to identify all strengths and weaknesses that affect the pace of learning. Working with the local authority, this is an ongoing area of development for the headteacher. Capacity to improve is satisfactory.

### What the school should do to improve further

- Clearly identify which aspects of teaching are having the greatest, or least, impact on learning, by more evaluative observation of lessons.
- Improve the pace of learning in order to raise standards, by acting on the findings of the monitoring, including increasing the degree of challenge for the more able pupils.
- Improve aspects of learning by providing more appropriate accommodation for physical education indoors, and the Foundation Stage outdoors.

## Achievement and standards

### Grade: 2

Pupils make good progress and achieve well. Children enter the school with a level of skills that is broadly in line with that expected.

In Reception, children make satisfactory progress and enter the main school in line with expectations. Their personal, social and listening skills develop well.

Progress is good in Years 1 and 2. Official teacher assessments in English and mathematics in 2005 showed pupils attaining above national averages by the end of Year 2. Writing skills lagged behind other areas of learning.

Good progress continues in Years 3 to 6. National tests for 2005 indicate that pupils attained well. Standards at the end of Year 6 were above national averages in English and science, and well above in mathematics. Writing was weaker than other areas. After analysing the results and observing lessons, the school identified a particularly high proportion of pupils with learning difficulties, new pupils arriving, and some teaching previously being insufficiently imaginative to challenge all pupils. Even so, half of the pupils in Year 6 went on to selective grammar school. Many initiatives were subsequently introduced. Their success is clearly seen in the much-improved breadth and quality of written work done by pupils currently at the school, although presentation and neatness remain under-developed. Overall, pupils now achieve as well as they did previously. Pupils' academic and personal targets are mostly challenging, and are achieved well by the majority of pupils, although sometimes the more able pupils do not achieve their targets. More pupils are predicted to gain the higher Level 5 this year than in 2005.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Although attendance is only satisfactory, pupils enjoy their lessons and the overall life of the school. 'It's a big happy family,' said a pupil, 'You can play with anybody.' They participate willingly in lessons, and many pupils particularly enjoy using computers. Pupils are confident and polite when speaking to adults. They are sensitive to the needs and different points of view of others, including people from other countries and cultures. Pupils develop a good feeling of spiritual awareness, and have a very good understanding of what is right and wrong. They behave well.

Pupils learn to be good community members by, for example, raising funds for the local community and local charities. They perform confidently for audiences at Christmas and Easter. Older pupils take responsibilities such as being 'buddies' to the youngest children and listening to them read. The well-established School Council has overseen projects including sponsoring a monkey at a wildlife park and raising money to open their own 'bank account.' Learning basic skills helps pupils to prepare well for their future lives and education. Pupils well understand ways to lead a safe and healthy lifestyle through many physical education, science and personal and social education lessons. These are well supported by the Healthy Schools project, good meals and snacks at midday, and having fruit and water readily available.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good because teachers' planning is securely based on their assessments of pupils' previous progress. Lessons are thus generally well aimed at

challenging pupils and encouraging them to work hard, although the most able pupils could sometimes be challenged more. Pupils' additional learning needs are especially well met in the organisation of work, support provided by capable classroom assistants, and continuous exchanges of information with parents.

Lessons have clear aims that are well explained to pupils. Teachers' explanations and questioning lead to good learning by involving all pupils. Sometimes, the teacher-led part of a lesson is too long, and some pupils' attention begins to wander. This can result in not having enough time to finish the lesson properly with a review of what has been learned. Relationships in classes are warm and positive, and teachers manage pupils' behaviour well. Good use of resources helps to make many lessons particularly interesting and exciting. For instance, a lesson with older pupils about 'journalistic' writing used an electronic whiteboard imaginatively to display examples of writing, digital photographs of a trip and Internet pages about this style of writing. In a highly motivating lesson in Reception, staff used coloured pictures and word cards to identify sounds in a game among six children.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good because all subjects are taught, and there are good additional activities to broaden and enliven pupils' learning. Good efforts are made to overcome the lack of a hall for physical education by providing extra outdoor sessions, after-school clubs and visits to facilities at several other schools, a college and a rural activities park. The most important subjects of English and mathematics take up an appropriate amount of time. Good links between subjects, particularly history and geography, do much to broaden pupils' writing and reading experiences. Information and communication technology (ICT) is well taught through other subjects, as well as in separate lessons. Subjects are well planned to meet the needs of pupils who have disabilities and learning difficulties. Three foreign languages are taught either in school time, or after school. Occasional activities such as kite flying on the downs, or watching the sheep shearing on the farm next door add much to pupils' excitement and enjoyment of their learning. Many pupils attend additional activities such as football, rounders, drama, music, photography and a visit to a school in France.

The Foundation Stage curriculum is being well developed to encourage children's social, thinking and independence skills. There is not a covered outside play and work area, but good organisation of activities does much to overcome this.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good because staff are highly committed to pupils' well-being. Strong and well-understood child protection systems ensure that pupils are safe and secure. Pupils are confident that staff will provide the help and guidance that they need, both in lessons and in response to any personal needs, such as if bullying should ever occur. 'I can go to my teacher or anybody if I need to,' said one pupil. Pupils' progress is carefully and accurately tracked and pupils' individual needs

are well known to all staff. Academic targets, and sometimes personal targets, are set for all pupils from shortly after they enter the school. Pupils understand their targets well, and what they need to do to achieve them. Targets are mostly appropriately challenging, although not always sufficiently so for the most able or talented pupils. Foundation Stage children are particularly well encouraged to choose some of their own activities, and then do them, and think about how well they have performed.

## **Leadership and management**

### **Grade: 2**

The school and the inspectors think that leadership and management are good because pupils' achievements and standards have been successfully raised to a high level by well-managed teaching, care, guidance and provision of a good range of learning activities.

The school correctly identifies several areas to develop, and its self-evaluation is basically accurate, although inspectors give the school more credit than it gives itself regarding the curriculum, as the only deficiencies are due to premises being inadequate, not because the school has not done enough. Governors have a sound understanding of the school's strengths and weaknesses, fulfil their responsibilities, and are effectively involved in the management of the school. Parents, partner schools, a nearby college and local authority officers have regular and clear opportunities to express their views and preferences for how the school might develop its provision to serve its community. These are taken into account well during the school's self-evaluation and development planning.

The school provides a good and suitable education for the great majority of its pupils, and gives good value for money. The headteacher has recently become part-time, but now has a deputy whose precise role is not yet fully established. It is too soon to evaluate the effect of this change on the leadership structure. Other staff lead and manage their subjects and aspects well. Capacity to improve is satisfactory.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Dear Pupils

I'm sure that you will remember when two inspectors visited your school recently. We want to thank you for being so friendly and polite to us both, and for answering all our questions. Now we would like to tell you what we decided about your school.

We think you attend a good school. Your mums, dads and carers told us that they think the school is good as well. There are a lot of exciting things going on during school time, and after school as well. Some of you told us how much you enjoyed your visits to the adventure park, the sporting and computing day in Folkestone, and watching the sheep shearing. You mostly pay attention and work hard in lessons, and you enjoy your learning. You learn well in different subjects, especially in maths and science, and your writing has improved a lot recently. Your teachers plan your activities well. They are helped by other adults who also do a lot to support your learning. You get good help from the adults around you, whether in your classroom work, or in personal matters. You are growing up as confident and friendly young people.

We think that some of you could do even better if you agreed more challenging targets with your teachers, and they encouraged you to work hard towards them. We are asking the headteacher to look carefully at the way teachers teach you. We would like him and your teachers to decide which ways work best in helping you to learn, and then to use those ways more often. You can help your own learning by always trying your best in class and listening to what your teachers are telling you. The headteacher has a good team of teachers and other adults to help him in making changes.

We have asked the school to do as much as it can to get you a hall in which to do P.E. in winter, and to try to get a cover over part of the outside play area for the children in Reception.

Thank you again

Dr. Trevor Watts Lead Inspector