

# Brookside Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	123675
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	327963
<b>Inspection dates</b>	14–15 October 2008
<b>Reporting inspector</b>	Anthony Shield

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	500
Government funded early education provision for children aged 3 to the end of the EYFS	101
Childcare provision for children aged 0 to 3 years	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Tomes
<b>Headteacher</b>	Claire Axten
<b>Date of previous school inspection</b>	14 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Brooks Road Street BA16 0PR
<b>Telephone number</b>	01458 443340

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<b>Age group</b>	4–11
<b>Inspection dates</b>	14–15 October 2008
<b>Inspection number</b>	327963

**Fax number**

01458 840339

<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Brookside Community Primary School is larger than most primary schools. Although most pupils come from the town of Street, a small number are drawn from a wider area because of the school's provision for pupils with learning difficulties and/or disabilities. The school's language and communication resource base caters for a small number of pupils with severe communication difficulties. Although the proportion of pupils with learning difficulties and/or disabilities is average, the number of pupils with a statement of special educational needs is above average. While most pupils are from a White British background, there are small numbers of pupils from a wide range of other ethnic heritages. The school has recently opened a Children's Centre on site, which caters for babies and toddlers up to the age of 3 years and children within the Early Years Foundation Stage (EYFS).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Brookside is an outstanding school with some exceptional qualities. Pupils flourish in a climate of high expectations and individual care. Key to the school's success are the inspirational drive and vision of the headteacher, the close partnership with parents and its exciting and imaginatively planned curriculum. The self-confidence of staff and of the pupils who learn to be increasingly self-reliant and independent is impressive. Above all else, however, it is the school's promotion of the joy of learning which makes it so special.

Pupils reach standards in their work that are above average, and their achievements are outstanding. Challenging targets are set to raise the bar and these are usually exceeded. Both boys and girls do exceptionally well. There is no significant difference between standards in English, mathematics and science. Some exceptional standards are also achieved in other subjects, notably information and communication technology (ICT) and music. The singing in assembly is both joyous and inspiring. Pupils with learning difficulties and/or disabilities also thrive in the supportive yet challenging atmosphere of the school.

These standards are the result of outstanding teaching. Pupils are encouraged to be active learners through well-designed activities which motivate them to achieve their best. As one pupil commented, 'Teachers are great at helping you when you get stuck.' Much creative thinking has gone into planning the excellent and varied curriculum to ensure pupils are excited by their learning. Although topics are well planned to make learning more meaningful, basic skills are not neglected. An extensive enrichment programme offers additional opportunities for study in depth.

The school is committed to the care and welfare of all its children. Its motto, Care and Cooperation, High expectations, Enjoyment, Encouragement, Respect and Self-motivation (CHEERS), sums up the school's approach. In this respect, the inclusive work of the Children's Centre with the youngest children sets the benchmark for an environment in which every child matters. Academic guidance is effective in ensuring the progress of all pupils is carefully tracked. Pupils know their personal targets and work hard to achieve them. Overall, the school's care, guidance and support are outstanding.

Pupils feel safe because they know staff can be trusted. They respond with sensible and courteous behaviour and by trying hard to do their best. Pupils' thoughtful and kind attention to the needs of others is the hallmark of their outstanding personal development. Pupils enjoy school immensely. 'Brilliant', they remark, when asked what school is like. Many are remarkably self-confident and mature, with a well-developed understanding of what it means to be a responsible citizen of both the school and of the world.

The headteacher has established a school with a clear set of values and a strong sense of direction. She has the full support of the staff, governors and the community they serve. Governors make a very strong contribution under the astute leadership of the chair. Teachers at all levels relish the opportunity to contribute and take the initiative. The school's culture of high expectations and teamwork is deeply rooted. Self-evaluation is exemplary, because teachers know their school well and have the confidence to be self-critical. Leadership and management at all levels are outstanding. Parents are as proud to be associated with the school as their children are to attend it. As one parent typically remarked, 'Hats off to staff at Brookside. I think they are great!'

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The provision in the EYFS is good overall and is outstanding in the Children's Centre. Pupils come into school with skills typically in line with expected levels, although this masks a wide range of skills including some children with complex needs. Most children make good progress because of the well-designed activities and good teaching, which provide the children with a wide range of suitable activities. Children are supported effectively by well-qualified and committed staff, who regard the needs and welfare of the children as a high priority. The care for babies and children under 3 years is particularly good. Very good relationships with adults and other children ensure outstanding personal development, enabling children to enjoy their learning experiences. Very good induction procedures ensure children settle quickly in the EYFS. Parents are well informed about their children's progress and learning, and value the good relationships with staff. As one parent said, 'It feels like one big family.' Assessments are systematic; the 'Learning Journeys' provide a comprehensive picture of children's learning and development, which enables activities to be well planned to match the children's needs. Good leadership and management ensure a safe and caring environment, and all welfare arrangements are robust. Leadership and management of the EYFS are good and extended services are used effectively to improve outcomes for children. Although children in the Reception class have a wide range of activities to choose from, there are insufficient opportunities for children to initiate their own learning and to develop their independence. Children are well prepared for entry to Year 1.

### What the school should do to improve further

- Provide more opportunities for children in the Reception class to make choices and initiate their own learning.

## Achievement and standards

### Grade: 1

Although standards vary year on year, they are consistently above average. Progress accelerates through the school as pupils gain confidence in their ability to learn. Pupils' achievement is outstanding given the progress they make through the school. Unvalidated results in national tests in Year 6 in 2008 dipped slightly from the high standards achieved in 2007, but analysis of value-added data suggests that the achievement of this cohort of pupils is high. The school has successfully tackled weaknesses in writing through a coherent strategy to remedy them. Evidence from pupils' books shows that many pupils are able to write imaginatively and with vitality. Pupils with learning difficulties and/or disabilities also make outstanding progress. Those with severe communication difficulties make similar progress in their language and literacy skills because of the skilled individual support and attention they receive.

## Personal development and well-being

### Grade: 1

Pupils are exceptionally proud of belonging to the school. Their self-belief and confidence are impressive. They get on exceedingly well with each other and their teachers. As one pupil who recently joined the school explained, 'I've made loads of friends really quickly.' The safe and trusting atmosphere encourages this sense of a supportive community in which individuals are valued and friendships flourish. Above all, pupils enjoy school and participate in all it has to

offer with enthusiasm. Attendance has improved and reflects these very positive attitudes. The behaviour of most pupils is exemplary and they treat each other with politeness and respect. Their understanding of a healthy lifestyle is excellent, deepened by the 'Health and Safety Week', and the regular opportunities to take part in physical exercise. Pupils make an outstanding contribution to both the school and wider community. They take their responsibilities seriously, and Year 6 pupils in particular are excellent role models for the younger pupils, looking after them in the playground and around the school. Pupils are exceptionally well prepared for their future life. Their spiritual, moral, social and cultural development is outstanding, and contributes much to the school's harmonious atmosphere.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Lessons are lively and interesting and inspire pupils to do their best. High expectations characterise the teachers' approach and neither they nor the pupils settle for second best. A sense of purpose and partnership characterises the learning, which is frequently put into context to ensure relevance. Activities are carefully designed to promote interest and a sense of fun. The Year 5 pupils' excitement in their learning about the Greeks during the inspection was tangible. Drama and role play are used increasingly to generate this exhilaration and joy in learning. Basic skills are not neglected, and a careful diagnosis of individual pupils' progress ensures these are developed and reinforced. A brisk pace is typical and learning is suitably adapted to meet individual needs. Teaching assistants provide constructive and well-targeted support. ICT is very well used to support learning. Above all, learning is participative and active.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is imaginatively planned to enthuse the pupils. Cross-curricular approaches are rooted in the school's thinking and this helps ensure pupils' understanding is deepened. Alongside the school's excellent provision for both pupils with learning difficulties and/or disabilities and those with special gifts and talents, the curriculum is adapted well to meet personal needs. Opportunities, for example for the more able pupils to pursue additional aspects of the term's theme, provide an incentive to excel. The school works especially well with parents through such projects as 'Keeping up with the Children', and lessons in which parents work alongside their children in the classroom. Themed weeks enable topics to be studied in depth and the extensive range of enrichment activities, visits and visitors and extra curricular activities provide added interest to an already rich curriculum.

### **Care, guidance and support**

#### **Grade: 1**

The school's strong commitment to the nurture and care of all pupils is woven into every aspect of its work. This starts in the Children's Centre, where outstanding provision for all children from birth to nursery age is supported by well-trained practitioners who are exceptionally responsive to the care and welfare of individual children. Good relationships with outside agencies ensure additional support for the most vulnerable children. Throughout the school, safety and the welfare of children are given the highest priority and safeguarding procedures are thorough and fully in place. Child protection procedures meet statutory requirements.

Procedures for supporting pupils' academic work are effective in providing a measure of progress and identifying potential underachievement. In this respect, the termly pupil progress meetings provide very effective opportunities to review the progress and targets for every pupil.

## **Leadership and management**

### **Grade: 1**

The inspirational and determined leadership demonstrated by the headteacher has made the school what it is. She has created an environment in which both staff and pupils are confident to lead, take the initiative and be self-critical. Leadership and management at all levels are outstanding. Monitoring is thorough and robust, supportive but also challenging. Self-evaluation is realistic. The school continually seeks ways to refresh and develop its practice. It remains ambitious for the future, and has an outstanding capacity to improve even further. The school's contribution to community cohesion is exemplary. Extensive and responsive support for families in the community is provided through the Children's Centre. Beyond that, pupils make a significant contribution to the local community through participation in local events and projects. The school also has links with schools in Brent, Slough and China. Its recent International School's Award is recognition of its excellent work in this area. Governors make a particularly significant contribution to the school's work through their well-informed and judicious insights.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

16 October 2008

Dear Pupils

Inspection of Brookside Community Primary School, Street, BA16 0PR

- We very much enjoyed our visit to your school. Thank you for being so friendly and welcoming. We are not surprised you so obviously enjoy coming to school! Brookside is a brilliant and fantastic school and you are rightly proud to attend it. It will be very exciting when the new building is ready for you all to move in. The things we liked most were as follows:
- Teachers inspire and encourage you to do your best by giving you really interesting and exciting activities to do in lessons.
- You behave with each other and the staff in a sensible and polite way.
- Most of you make good progress in all subjects; some are doing even better!
- Teachers plan things for you to do which are fun. I especially liked the way Year 5 joined in with Greek Day, though I was not so keen on being turned into stone!
- Many of you are developing a good ability to sort things out on your own, even when you get stuck!
- All the staff take very good care of you, ensuring you feel safe and well looked after.
- The school works well with your parents to make sure they know how to help you in your school work.
- The headteacher and all the teachers are working successfully to make your school even better.

We have asked the teachers to do the following in order to make things even better:

- Make sure that children in the Reception class get plenty of opportunities to make choices and decide what they are going to learn on their own.

Thank you once again for your help during our visit, and good luck with your work in the future!

Yours sincerely

Tony Shield Lead inspector