

# Brookfield House School

## Inspection report

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<b>Unique Reference Number</b>	103117
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	336010
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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

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<b>Type of school</b>	All-through
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Irene Halls
<b>Headteacher</b>	Jackie Thomas
<b>Date of previous school inspection</b>	5 February 2007
<b>School address</b>	Alders Avenue Woodford Green Essex IG8 9PY
<b>Telephone number</b>	020 85272464
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## Introduction

This inspection was carried out by two additional inspectors. 16 parts of lessons were observed and 15 teachers were seen over a period of six hours. Meetings were held with staff, governors, groups of pupils and parents and carers. The inspectors observed the school's work and looked at academic performance data, teachers' planning, policies, evidence of internal and external monitoring and safeguarding documentation. 68 parental and carer questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all pupil groups made good progress towards their targets
- whether the 'outstanding' judgement for care, guidance and support made by the school could be substantiated
- whether the newly formed leadership and management team focus effectively on learning and progress and pupils' achievement.

## Information about the school

Brookfield House provides mainly for pupils with physical disabilities and/or complex medical needs and a few with hearing impairment. Approximately half of the pupils come from either White British or Pakistani families. The remainder come from a wide range of other ethnic groups. Almost half of the pupils speak English as an additional language. Hardly any are on the early stages of learning English. The Early Years Foundation Stage consists of a mixed Nursery and Reception class. The school has recently achieved the Inclusion Quality Mark and the International School Award. The school manages a Hospital and Home Teaching Service, which is based in Whipps Cross Hospital and caters for children and pupils aged 0 to 16 from the surrounding area who are too sick to attend school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Brookfield House is a good school. It provides excellent care, guidance and support, resulting in very good progress in pupils' personal development. Parents and carers say that their children thrive, both personally and academically, in this warm and very caring ethos. Pupils say that it is like 'one big family'. Excellent community cohesion is effectively planned and overseen. Very good partnerships, locally and worldwide, enable pupils to develop an outstanding view of life locally and globally. Respect is given a high profile and pupils from many different backgrounds get on amicably with each other. Exciting activities are planned, such as an Eid party, enabling pupils to learn about different world religions and festivals. There are very good opportunities for pupils to reflect about moral issues, for example during assemblies when they talk about the importance of being kind and gentle towards each other. Behaviour is exemplary as is pupils' social, moral and cultural development. Despite their difficulties, older pupils show an excellent understanding of the need to eat healthily. They are confident that they will carry on with what they have learnt when they leave school.

The youngest children in the school learn well and so get off to a good start. This good progress is built on in the primary and secondary sections of the school and enables pupils to achieve well. Most pupils reach their targets each year and a few exceed them. The pupils' achievement, as they learn to communicate through skilful teaching, often by signing, is very good. Teaching is good overall. There are examples of outstanding teaching in all parts of the school but this excellent practice has not yet been successfully shared with all teachers.

The school is very well led and managed by the headteacher, centred on the belief that everyone has the right to receive a high quality of education, whatever their difficulties. Together with other leaders and managers, including the governors who provide excellent support, particularly in their monitoring role, she has embedded many new procedures to raise achievement and improve provision. For example, through effective monitoring and self-evaluation, a number of weaknesses in practice have been identified and successfully addressed. There is now more outstanding teaching in the school, due to the good management of teaching and learning. Teaching assistants have received additional training. However, the school acknowledges that its practice is still varied across the school. Subject coordinators are effectively involved in analysing data in their areas of responsibility and have a good awareness of how well pupils are achieving. Provision for information and communication technology (ICT) has improved well since the previous inspection. The school has maintained the high level of provision in the Hospital and Home Teaching Service since the previous inspection. These successes indicate that the school has a good capacity to improve further.

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## What does the school need to do to improve further?

- Ensure that the outstanding practice in teaching is promoted by:
  - giving staff more opportunities to share and learn from outstanding practice
  - ensuring that lessons always run at a swift pace
  - checking that explanations are consistently clear and so are easily understood by all pupils
  - making sure that teachers use classroom resources effectively to promote and reinforce learning, by giving pupils something to focus on.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy coming to school. Attendance is average. Most pupils attend regularly but a few are often too sick to attend. Pupils' achievement is good overall. Those from White British and Pakistani backgrounds, from minority ethnic groups, and pupils with different types of disabilities make similar progress. In the small minority of lessons where teaching is outstanding, learning is accelerated. These lessons run at a swift pace, explanations are clear and activities are given time limitations that encourage full concentration. Resources are used expertly to reinforce and promote learning further. However, very occasionally, learning slows down when, for example, pupils have to sit and listen for too long to the teacher, activities are not always resourced well enough to achieve the best learning, and teachers' explanations, at times, are confusing and learning is negatively affected. Displays, throughout the school, show that pupils achieve very well in art and design. Students in Years 10 and 11 were seen making excellent progress while working with increased independence as they worked on their projects. Pupils contribute well to the community. The work of the school council is impressive, as is the way its members also take part in a joint council, which is run outside school. Pupils' awareness of others is good and highlighted when they raise funds for others both locally and globally. Activities offered during the school day promote the importance of exercise effectively. Students, some in wheelchairs, were seen thoroughly enjoying a game of hockey during lunchtime. There are many opportunities for students to develop life-skills which prepare them well for the future.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In sixth form schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Common strengths in teaching include warm relationships and good use of assessment to plan activities that are, usually, very well matched to the needs of pupils. This results in pupils developing positive attitudes to learning from an early age.

A strength in the curriculum is the way activities focus on developing pupils' personal and social skills. Pupils have good opportunities to work together and develop independent skills. All ages take part in many extra activities that are planned for break-times. Primary-age pupils learn to live alongside each other when they go on residential visits. Pupils spoke excitedly about sleeping over in the Science Museum during a recent visit. The curriculum provides a good range of learning experiences which contribute effectively to pupils' good achievement. There are good links between subjects to reinforce and develop learning. 'Enquiry school' status, which was achieved this year, has particularly focused on and enhanced pupils' confidence in using numbers. Specialist teaching, especially in the secondary section of the school, enables all older pupils to take accredited courses, which include some GCSEs.

All pupils say they feel safe in school and, during lessons such as food technology and science, safety is focused on strongly. Outstanding care ensures that all pupils can make the best of all that the school offers. Individual needs are expertly catered for because the school works effectively with parents and carers and has developed excellent links with external agencies and other schools which benefit all.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school's good leadership is demonstrated in its ambition and drive for further improvement, by achieving the Inclusion quality mark and the International School Award, and by widening pupils' horizons. In addition, the school maintains very robust safeguarding procedures, which have the full confidence of pupils, parents and carers, governors and staff, and provides a colourful and calm environment for pupils. The personal needs of all pupils are carefully identified so that all have equal opportunities to succeed in all they do. The senior leadership team is a relatively new group but has got off to a good start. It focuses effectively on pupils' progress so that, if pupils become off-track, additional support can be directed the pupils' way. The leadership and management of the Hospital and Home Teaching provision are excellent. They enable pupils who are too sick to attend school to be taught by experienced staff who have an excellent understanding of how to match activities to the needs of pupils of all ages. Governors are extremely knowledgeable about the school and so are able to provide excellent support and challenge. The way staff and governors have addressed community cohesion is impressive. Excellent local links and partnerships enhance pupils' understanding of the community around them. Links with the wider world, through which pupils support a child in Brazil, are established. Pupils have used a computer video link (Skype) to see and talk to an ex-teacher who has moved to a school in the Maldives. Primary-age pupils spoke very excitedly about this awesome project which has recently started.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Achievement is good. Children get off to a good start and settle in happily because of successful induction arrangements. They receive good and sometimes outstanding teaching. Activities are well planned, interesting and enjoyed by the children. The indoor and outdoor areas are used effectively and are well resourced to promote good learning. Many children have little or no speech. Adults work very hard to encourage them to speak using simple vocabulary or by signing. Welfare arrangements are outstanding and children's specific needs are particularly well catered for. Excellent links with external professionals ensure that the care that children receive is of top quality. Children feel secure because adults know them all extremely well. However small the step, praise is used expertly to show children how well they are doing. They respond with lots of smiles. The Early Years Foundation Stage is well led and managed. Sessions run smoothly because they are well planned and resourced. Very detailed information is kept on all children and this is used expertly to move children on to the next step of learning. Very clear records show the good progress children are making through all areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Almost all parents and carers are supportive of the work of the school. All those who returned questionnaires feel that the school is well led and managed. Many parents and carers took the time to add positive comments saying how pleased they were with the provision. A few feel that their children do not make enough progress. No inadequate teaching and learning were seen during the inspection. A very small minority of parents and carers feel that their concerns and suggestions are not taken into account. School documentation shows that this is not the case. For example, parents and carers, recently, asked for more information about the curriculum that is offered to their



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children. Regular letters containing this information are now sent out to parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookfield House School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	60	25	37	1	1	1	1
The school keeps my child safe	38	56	29	43	1	1	0	0
The school informs me about my child's progress	34	50	33	49	1	1	0	0
My child is making enough progress at this school	27	40	33	49	7	10	1	1
The teaching is good at this school	34	50	32	47	0	0	1	1
The school helps me to support my child's learning	30	44	34	50	3	4	1	1
The school helps my child to have a healthy lifestyle	29	43	36	53	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	43	32	47	3	4	1	1
The school meets my child's particular needs	34	50	27	40	4	6	1	1
The school deals effectively with unacceptable behaviour	29	43	35	51	2	3	0	0
The school takes account of my suggestions and concerns	25	37	35	51	5	7	0	0
The school is led and managed effectively	31	46	35	51	0	0	0	0
Overall, I am happy with my child's experience at this school	39	57	23	34	5	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of Brookfield House School, Woodford Green, IG8 9PY

Thank you for making us so welcome when we came to visit you. It was good to see you older boys having so much fun as you played hockey during your lunch break. We thought the primary assembly was most enjoyable especially the singing. Those of you who were awarded certificates and stickers for personal and academic achievements looked very pleased with yourselves. You go to a good school and those who look after you at home agree with us.

These are the main things we found out about your school.

- Your behaviour is outstanding. You are very kind and respectful towards each other and the adults who help you learn.
- You make good progress, because you are taught well. Sometimes teaching is excellent.
- The way the headteacher and her staff lead and manage the school is good.
- You enjoy school because you told us so and we saw this for ourselves.
- The way everyone in school looks after you is excellent.
- You have learnt lots about the need to lead a healthy lifestyle.
- You have also learnt lots about the different world religions and festivals and how people live in different parts of the world.

We have asked the school to do a few things to improve the education you receive. It should:

- make sure that all teachers have lots of opportunities to share the practice of the best teachers, so that all teaching improves to that of the very best
- check that all lessons are well paced and teachers' explanations are clear and easy for you to understand
- make sure that all teachers use resources to enable learning to be good or better
- check that teaching assistants know exactly what they need to do to support you in your lessons.

Yours sincerely

Nina Bee

Lead inspector (on behalf of the inspection team)

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