

Brookside Junior School

Dagnam Park Drive, Harold Hill, Romford, RM3 9DJ

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Pupils make inadequate progress in mathematics because not all teachers have sufficient expertise and confidence when teaching the subject.
- Teachers' marking in mathematics does not give pupils clear guidance about how to improve their work and spur them on to higher levels.
- School leaders and governors have not ensured that pupil premium funding is used well enough to raise the attainment of pupils for whom it is intended.
- The leadership of mathematics is not strong enough to provide the drive needed to secure rapid improvement in provision.

The school has the following strengths

- Strong leadership from the headteacher, senior staff and governors has brought about rapid improvements to teaching and learning in English following a drop in Year 6 test results last year.
- Writing is promoted well through the topics where subjects are linked together around a common theme.
- Pupils behave well at all times, even when teaching is uninspiring. They are polite and show respect to each other and adults.
- Pupils enjoy learning, particularly when working with others either discussing ideas or completing tasks.
- Staff and governors make the welfare of the pupils a major priority. As a result, pupils feel cared for and safe.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, of which three were joint observations with the headteacher.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 32 responses to the online Parent View survey and 23 replies to a staff questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Martin Beale, Lead inspector

Additional inspector

Sara Benn

Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- The school is average in size.
- Most pupils are from White British backgrounds, but the proportion of pupils from a wide range of minority ethnic backgrounds is rising. The proportion of pupils speaking English as an additional language is below average and few are at an early stage of learning English.
- The proportion of pupils known to be eligible for support through the pupil premium, which is extra money given to schools for looked after children, pupils known to be eligible for free school meals and children of service families, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average but falling. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- There have been considerable changes in staffing over the last year.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement in mathematics so that they are consistently good by:
 - implementing a programme of staff training to improve subject leadership and teachers' mathematical knowledge and expertise
 - giving the more-able pupils harder work so they can reach higher levels
 - tailoring support programmes to meet the needs of disabled pupils and those with special educational needs more effectively
 - enabling pupils to develop and apply their skills through practical activities across other subjects and topics, and giving them more opportunities to solve mathematical problems
 - ensuring that teachers' marking gives pupils specific guidance on how to improve their work and that pupils act on this advice..
- Ensure that pupil premium funding is used to best effect by:
 - putting in place specific teaching programmes to meet the individual needs of pupils eligible for support from this funding
 - checking the impact of these programmes in accelerating pupils' progress and rapidly closing the gap with pupils nationally.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate because of weaknesses in the teaching of mathematics. Pupils, including the more able, do not make sufficient progress in developing their mathematical skills because teachers do not provide sufficient opportunities for them to solve problems, especially through practical activities and in other subjects and topics. Pupils have weaknesses in all areas of mathematics.
- Pupils' achievement had been on an upward path up to last year, with increasing numbers making good progress, and more reaching and exceeding nationally expected levels by the end of Year 6, particularly in English. Changes of teaching staff and the difficulty in appointing permanent staff led to a drop in the Year 6 results in 2012, when they were low and only just above the floor target.
- Stability is returning and the school has put in place support and training for the new staff team in order to reverse the decline in achievement. This has been effective in reading and writing where progress is adequate and accelerating. Attainment in English is broadly average.
- Pupils work on extended pieces of writing over time and have many opportunities to develop their skills within topics. They are becoming increasingly enthusiastic readers, with many able to talk about the books they have read, their favourite authors and their use of the local library. Skills of comprehension and research develop well through daily reading sessions and regular reading at home.
- Pupils attracting additional funding through the pupil premium have not made any better progress than others in their classes. A wide gap remains between their attainment, based on average point scores, and other pupils supported through the pupil premium nationally by the time they leave Year 6. This limits their chances for success at secondary school and in the future.
- Changes have been made to the way pupil premium funding is used. More is now spent on staff to provide phonics teaching, individual tuition and resources. However, this is not always directly targeted to support the learning and progress of the pupils for whom the funding is intended.
- The regular tracking of progress and the monitoring of provision is enabling disabled pupils and those with special educational needs to make good progress in reading. Specific programmes to meet their individual needs are successful as a result of training for staff in teaching phonics (letters and the sounds they make). Their progress in mathematics is weak, however.

The quality of teaching

is inadequate

- Insecure subject expertise accounts for many of the weaknesses in the teaching of mathematics. While there is some good teaching in mathematics, several teachers do not put over new concepts clearly or understand where pupils might be experiencing problems and why. They do not always demonstrate themselves how to solve a problem and they sometimes insist on one method when pupils know others with which they feel more comfortable.
- Work set is often too easy for the more-able pupils and this puts a ceiling on their learning and progress. Opportunities for pupils to learn in mathematics through practical work are limited and there is too much reliance at times on repetitive and undemanding exercises.
- Teaching is much more effective in English than in mathematics because teachers are more confident in their subject knowledge. The best teaching engages the pupils through skilled questioning and discussion that consistently generates detailed and thoughtful answers.
- More successful teaching encourages pupils to learn from each other by talking through their ideas or collaborating on tasks. Links are made clearly with previous work and interesting activities employed to grab and retain the pupils' attention. In these stronger lessons, teachers stop activities regularly to check understanding and show examples of good work for the pupils to emulate.

- The marking of pupils' writing and their topic work gives guidance that helps pupils to make improvements. This is not the case in mathematics. While books are marked thoroughly, there are few useful comments for pupils to see how to improve their work and limited opportunities for them to respond. Furthermore, pupils do not have challenging individual targets to aim for.
- Teachers generally deploy support staff effectively in lessons. Training has enabled support staff to understand how to help pupils become more independent, although at times individuals can direct too much and not encourage pupils to think for themselves and learn from their mistakes.

The behaviour and safety of pupils are good

- Pupils are keen to learn and take pride in their work. Their behaviour is often exemplary in lessons, which flow smoothly as any low-level disruption to learning is very rare. Pupils respond well to their teachers and other staff, and concentrate for long periods. They continue to behave well and do their best even when teaching is weaker and not always stimulating.
- The consistency of approach to managing behaviour by staff is a key factor in pupils' understanding of the school's expectations and where the boundaries lie. Pupils value the praise they receive when they do well as this gives them confidence to answer questions in front of others and try new ideas.
- School records and discussions with pupils show there are some infrequent incidents of misbehaviour, often when friends fall out. These are quickly resolved. Pupils are confident that any bullying is rare and dealt with effectively by staff. Similarly, the very infrequent incidents of racist name-calling are handled sensitively, with pupils realising the hurt it has caused and not repeating it.
- Pupils of all ages report that they feel safe and enjoy being in school. This view is shared by staff as well as parents and carers. Playtimes are happy occasions as there is plenty to keep the pupils occupied and active. Pupils are taught how to stay safe on the roads and when using the internet, and they understand 'stranger-danger' through talks from the police.
- Attendance and punctuality have improved because pupils value the rewards given and the school deals firmly with persistent offenders.

The leadership and management require improvement

- Although the leadership of the headteacher has enabled the school to begin to recover from the adverse effects of some staffing turbulence, there remain shortcomings in the development of mathematics that have yet to be fully addressed. In addition, the effectiveness of the use of pupil premium funding is not monitored systematically by the governing body.
- The headteacher and deputy headteacher make a strong and effective team. They have led the school through one period of improvement and are taking action to see it through its next. Their high expectations, regular monitoring of provision and focus on improving teaching have been instrumental in past successes. By securing rapid improvements in teaching and standards in English, as well as in pupils' behaviour and attendance, they have demonstrated that the school has the capacity to tackle current priorities and to improve the school still further.
- The headteacher checks each teacher's performance carefully and only allows them to be rewarded if pupils make good progress.
- Successful steps have been taken to strengthen leadership in English. New leadership in mathematics is only recently in place, is relatively inexperienced and not yet providing the drive needed to secure rapid improvement in subject provision.
- The local authority is playing a key role in helping to return the school to its previous upward path. It has been instrumental in developing links with two local primary schools. Teachers and support staff welcomed the support from one school to improve their skills in teaching phonics. The link with the second school to develop teaching and leadership capacity in mathematics is

seen as a longer-term relationship given the extent of the weaknesses identified.

- The headteacher's commitment to providing equality of opportunity has led to improved provision for disabled pupils and those with special educational needs. Parental links have also been strengthened by providing presentations on key aspects of learning, preparing for the introduction of a parent forum and helping individual families to gain access to long-term training courses.
 - The new approach to the curriculum which links the study of subjects together through topics and themes is bringing learning to life for the pupils. Most effective, and a considerable improvement since the last inspection, is the way the development of writing is promoted within different topics.
 - Spiritual, moral, social and cultural development also has a higher priority than at the time of the last inspection, particularly enabling pupils to develop a better understanding of the wider world. This comes, for example, through their study of the impact of natural disasters on communities, the opportunity to reflect on how religious beliefs can have an impact on the daily lives of individuals, and when Year 4 pupils sought answers to 'What would my life be like if I lived in India?'
 - **The governance of the school:**
 - Strong leadership by the governing body is challenging the school to do better. The introduction of monthly meetings of the Chair of the Governing Body, a local authority adviser, the headteacher and deputy headteacher has helped to clarify short-term priorities. This group undertakes regular checks to see how successful action has been. Regular training, including in analysing assessment data, has enabled governors to be clear about the school's strengths, particularly in teaching, the action being taken to bring about improvements and what more needs to be done. They have a clear understanding of pupils' performance and know how that compares with pupils nationally. They establish how funding is allocated and understand how the headteacher rewards good teaching, but have not ensured that pupil premium funding is used effectively enough to raise the attainment of pupils for whom it is provided. They ensure that statutory requirements, including those for safeguarding, are fully in place.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102288
Local authority	Havering
Inspection number	400540

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Khalil Ali
Headteacher	Sue Collins
Date of previous school inspection	5–6 November 2009
Telephone number	01708 343074
Fax number	01708 349120
Email address	office@bjs.havering.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

