

Brookside Primary School

Ashbourne Drive, High Lane, Stockport, SK6 8DB

Inspection dates 10–11 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The behaviour of pupils is outstanding. They have a well-developed understanding of their responsibilities and are skilled at managing their own behaviour. They show great care and compassion towards each other and to their classmates who have special educational needs.
- Pupils achieve well. The vast majority of pupils make good progress. Many pupils, including a high proportion who are disabled and those who have special educational needs, make outstanding progress.
- Pupils' overall attainment in mathematics, reading and writing is above average by the time they leave school at the end of Year 6.
- Teaching in all subjects is good and improving. Typically, teachers expect the best of all pupils and set them high standards. The majority of lessons are carefully planned, ensuring that all pupils, including those with complex learning needs, can fully participate.
- The school is well led and managed by a headteacher and senior leadership team with the full support of all staff. Senior leaders and governors ensure that all pupils enjoy school and achieve to the best of their ability.
- School governance is strong. Governors have a detailed knowledge of how well the school is doing, and what leaders need to do to improve still further the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching.
- Teachers do not always plan lessons which are challenging, or provide opportunities for pupils to think and learn independently.
- The quality of marking is not consistent and not all pupils understand how to improve, or have time to respond to teachers' comments.
- Too much of the responsibility for numeracy and literacy rests with the senior leadership team and the roles of the school's middle managers are not well enough developed.

Information about this inspection

- Inspectors observed 14 lessons including small group activities, parts of lessons and the teaching of phonics (the links between letters and sounds). Inspectors listened to pupils read from Years 2, 5, and 6 and held discussions with two groups of pupils from across the school.
- Pupils' work was scrutinised during lessons and separately with the headteacher.
- Inspectors took account of 41 responses to Ofsted's on-line questionnaire (Parent View) and the school's own surveys of parents' views. Questionnaires completed by 25 members of staff were also taken into account.
- Meetings were held with four governors, including the Chair of the Governing Body, the vice chair, and two one-to-one meetings with a community governor and an associate member of the governing body. A discussion also took place with the school's local authority adviser.
- Various school documents were examined. These included the school's self-evaluation, monitoring records of the quality of teaching, School Improvement Partner reports, school data on pupils' progress, development plans, governing body minutes, records of attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Hilary Ward

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The school provides specially resourced provision for pupils with special educational needs. It offers nine permanent places for children with severe, profound and multiple learning difficulties.
- The proportion of pupils with special educational needs supported through specific school action is below average.
- The proportion of pupils with special educational needs supported at school action plus, or with a statement of special educational needs is well-above average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is well-below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- A small proportion of pupils are from minority ethnic groups; very few speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Many pupils take advantage of the privately run pre-school and after-school services which operate on site.
- Since the last inspection, five members of teaching staff have been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding overall and so raise pupils' achievement by:
 - ensuring teachers plan lessons which increase opportunities for pupils to think, learn and work by themselves
 - checking that pupils always have work that fully challenges them
 - ensuring the marking policy is consistently applied so that all pupils understand how to improve their work, and have time to respond to teachers' comments.
- Ensure that the leadership and management of the school are as effective as possible by:
 - devolving responsibilities for numeracy and literacy and, in so doing, further develop and consolidate the role of middle managers.

Inspection judgements

The achievement of pupils is good

- Most children join the Reception class with skills which are typical for their age. Due to excellent provision, outstanding teaching and a thorough understanding of each child's educational needs, all children make at least good progress in the Early Years Foundation Stage and are well prepared for learning in Key Stage 1.
- Progress made by pupils through Key Stages 1 and 2 is good, and has improved significantly in mathematics this academic year. By the time they leave Year 6, pupils reach standards which are above those found nationally and their achievement is good. The proportion of pupils who make better than expected progress is significantly above the national average in reading and writing.
- The school is a 'resourced-school' and admits high numbers of pupils throughout the academic year; some may have special educational needs. Well-qualified teachers and other adults are exceptionally efficient in planning and supporting pupils. As a result, all of these pupils make at least good progress, and some make outstanding progress, reflecting the similar achievement and progress of disabled pupils and pupils who have special educational needs in the school but who do not access this resourced provision.
- The school ensures effective equality of opportunity for all pupils. The progress and attainment of all pupils are constantly tracked with support provided where it is needed. This has enabled the school to close any gaps between the achievement of girls and boys in mathematics, writing and reading. Boys' achievement has improved significantly and any gaps that remain are no wider than those found nationally.
- The achievement of pupils from minority ethnic groups and those who speak English as an additional language is at least equal to that of their peers in school.
- The school has worked hard to ensure that pupils known to be eligible for free school meals achieve well and enjoy their learning. They make good progress throughout Key Stages 1 and 2 in mathematics, reading and writing and achieve as well as those not eligible. This is because the school uses its pupil premium funding well to ensure that any pupils falling behind quickly catch up.
- Reading is a strength throughout the school and has shown continued improvements in all years, but especially in Years 2 and 6. Pupils that read for inspectors said they read often, and enjoyed a wide variety of authors and genres. Less-able readers used their phonic skills exceptionally well, and were able to sound out and read unfamiliar words.

The quality of teaching is good

- The quality of teaching has improved since the last inspection. Teachers explain tasks to pupils very carefully, so that they know exactly what to do, who to work with and how to behave. Teachers are careful to encourage competition, but take time to ensure that all pupils know how to be 'good sports'.
- In a rapidly moving mathematics lesson, Year 2 pupils demonstrated an impressive knowledge of multiplication tables, mental dexterity and camaraderie. Working in pairs while standing, the teacher asked pupils random multiplication questions; those answering quickest remained standing until there was only one pupil left. All pupils applauded the winner.
- Teachers link activities effectively so that pupils can apply their mathematics, reading, writing and communication skills across a range of subjects. In a very inventive lesson, a Reception Year teacher took every opportunity to sharpen children's mathematics skills by, for example, asking how many children were missing from 30 if only 28 were present while taking the register. At the same time, she encouraged children to sound out each other's names.
- In the best lessons, teachers engage pupils in evaluating how well they think they have done, return to initial objectives at the end of lessons and check with pupils that these have been met.

- Staff chart and check the attainment and progress of all pupils who attend the 'resourced provision'. They measure the emotional and social development of these pupils as well as their academic progress.
- Teachers' feedback to pupils about their work is variable. In the best-marked books, there is evidence that pupils make good progress over time and teachers take time to provide detailed feedback. However, some marking is only congratulatory and does not provide the level of detail necessary to inform pupils of what they need to do in order to improve. Not all teachers give pupils enough time to check over these comments and respond to them.
- In the best lessons, teachers provide pupils with a good level of challenge and allow opportunities for more-able pupils to take the lead in their learning. In a Year 3 mathematics lesson, pupils enjoyed engaging in activities of varying complexity linked to adding two-and-three-digit numbers. At the end of the lesson, a pupil came to the front of the class and skilfully demonstrated the method he had used for his correct addition of two three-digit numbers.
- However, too few opportunities are provided for pupils to take the lead in their learning and more-able pupils are not always sufficiently challenged.
- Resource-school integration assistants and other adults are deployed very effectively and their support, especially to disabled pupils and those with special educational needs, is exemplary. There is high quality, one-to-one support for almost all pupils who access the resourced provision. This helps them to make progress similar to their peers.

The behaviour and safety of pupils are outstanding

- Pupils behave in an exemplary manner around the school and in lessons. They enjoy school, and their attendance is above average. Pupils in all year groups have a highly developed sense of responsibility and are adept at managing their own behaviour.
- The school's inclusion manager and other staff have been highly successful in implementing a system of restorative justice. This has enabled all members of the school community, including parents, to prevent conflicts between pupils and to skilfully deal with any minor 'fall-outs'. A typical response from Key Stage 1 pupils when asked how they would like such fall-outs to be resolved is, 'I would like an apology'.
- Pupils have a well-developed understanding of discrimination and can explain why this is unacceptable. The school's recent links with schools in Moss Side and in South Africa have helped to further develop pupils' understanding of cultural diversity.
- Pupils in all year groups are adamant that bullying rarely occurs. The school's behaviour logs confirm that behaviour is typically outstanding over time. The school's restorative justice log shows very few incidents. With teachers' help, pupils resolve many of these incidents themselves.
- Pupils are very charitable and have won the Rotary Club Award for 'services above self'. These have included community work with senior citizens and donating books and resources to children in Nepal.
- Pupils' behaviour in lessons is outstanding and they are highly accommodating of any pupils whose behaviour is not as outstanding as their own. They do not let such behaviour interfere with their learning and are quite capable of sensitively supporting their classmates if necessary.
- Pupils are always polite and respond positively to all adults and visitors. This results in a very calm and purposeful atmosphere in the school.
- Pupils know how to keep themselves safe while using the internet; this is because the school places great emphasis on correct use of computers. As a result, pupils know not to talk to anyone they do not know online, or give out personal details.
- The school ensures that personal safety is an integral part of the curriculum and invites various visitors to the school to talk about safety matters.
- Ofsted's Parent View and the school's own surveys indicate that parents are highly positive about behaviour in the school. The overwhelming majority say that their children are safe and that behaviour is well managed.

The leadership and management are good

- The school has made year-on-year improvements since its previous inspection under the strong leadership of an experienced, and well-respected headteacher, and a very able senior leadership team.
- Staff who responded to the Ofsted inspection questionnaire were overwhelmingly positive about the leadership of the school.
- The school has a well-developed system of performance management which contributes to good quality teaching. All teachers have specific targets which are linked to the school's aim of improving the achievement of all pupils. No teacher is awarded a pay increase or promotion unless they have met their performance targets.
- The school makes sure that pupils develop strong skills in mathematics, reading and writing and communicates consistently high expectations of them. Teachers who spoke to inspectors said that they felt well supported in their professional development and they were provided with opportunities to share good practice with colleagues.
- Good leadership and management of the resourced provision ensure that these pupils are able to participate as fully as possible in all lessons. The school is highly inclusive.
- The school's middle leadership team is becoming more effective. Currently, the main responsibilities for English and mathematics rest with the headteacher and deputy headteacher. These are in the process of being increasingly shared with other staff, and an effective middle management team is being further developed through a bespoke training programme.
- The school has been successful in addressing the areas for improvement identified from its previous inspection, and has done particularly well to extend pupils' knowledge of cultural diversity nationally and globally.
- Spiritual, moral, social and cultural development is good and whole-school assemblies create a sense of common purpose and help to develop common values.
- In an outstanding assembly focusing on 'being true to yourself', a teacher managed to very skilfully weave together the story of Mahatma Ghandi with a moral on behaviour, and end the assembly with an inspirational reading from the Qur'an.
- The curriculum is well balanced and provides memorable experiences for pupils. These include a wide range of musical experiences from the Brass and performing at the Royal Northern College of Music to the Reception class participating in the annual nursery rhyme singing event at the local town hall, the Guardianship scheme with local National Trust property, Lyme Park and residential visits to Anglesey and Conway Activity Centre in Year 6, alongside a variety of class trips.
- The local authority School Improvement Advisor works closely with the school and monitors its progress. Recently, he has worked on developing the role of middle managers and further establishing the school as a member of its local cluster of schools.
- **The governance of the school:**
 - The governing body is fully committed to ensuring that the school continually improves. Governors regularly spend time in school and know exactly how well it is doing. For example, every week the Chair of the Governing Body holds weekly strategic meetings with the headteacher, and a community governor listens to children read in Reception Year. Governors receive regular, detailed reports which chart pupils' achievement and teachers' performance. Regularly reviewed and ambitious performance objectives are set for the headteacher. Governors know that the quality of teaching is good because they spend time in classrooms and analyse data; on this basis they decide on the headteacher's recommendations for pay awards and promotions. All governing body members are fully trained for the responsibilities they hold on various sub-committees. Governors know how pupil premium money is spent and how it helps to raise levels of achievement for those who benefit from the small group activities which it funds. Governors ensure that the school meets all safeguarding and child protection requirements.

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	106036
Local authority	Stockport
Inspection number	413184

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Richard Legg
Headteacher	Maxine Holmes
Date of previous school inspection	1 October 2009
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