



# Brookside Junior School

## Inspection Report

**Unique Reference Number** 102288  
**Local Authority** Havering  
**Inspection number** 286327  
**Inspection dates** 26–27 September 2006  
**Reporting inspector** Malcolm Johnstone

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

<b>Type of school</b>	Junior	<b>School address</b>	Dagnam Park Drive
<b>School category</b>	Community		Harold Hill
<b>Age range of pupils</b>	7–11		Romford RM3 9DJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01708 343074
<b>Number on roll (school)</b>	234	<b>Fax number</b>	01708 349120
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Yve Cornell
		<b>Headteacher</b>	Mrs Sue Collins (Acting Headteacher)
<b>Date of previous school inspection</b>	29 October 2001		

<b>Age group</b> 7–11	<b>Inspection dates</b> 26–27 September 2006	<b>Inspection number</b> 286327
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## Introduction

The inspection was carried out two Additional Inspectors.

## Description of the school

This school serves an area with features of significant social and economic disadvantage. Most pupils are of White British heritage with very small numbers from a variety of minority ethnic backgrounds. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils who have learning difficulties and statements of special need is above average. Attainment on entry is below average in English with particular weaknesses in pupils' reading and writing. There has been a high staff turnover in the past two years, including the retirement of the headteacher in July 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education. It has undergone a recent change in headship with the retirement of the headteacher in July 2006. The previous deputy head is now acting headteacher. She knows the school well. Over the past few years she has provided strategic direction for the school at times when the previous headteacher was absent due to ill health. Parents are very supportive of the school. As one parent wrote, 'I am pleased with everyone who has had an input into my child's education and welfare'.

Standards have improved since the previous inspection and have been maintained at broadly average levels over the past three years. Pupils' achievements are satisfactory overall. In writing, boys do not achieve as well as girls and pupils generally find difficulty in applying what they know to problem solving activities in mathematics. Based on its impact on pupils' progress over time, teaching is satisfactory. However, most of the teaching seen during the inspection was good and reflects effective in-service training and monitoring that is beginning to focus more sharply on pupils' learning.

Leadership and management are satisfactory. The acting headteacher is an excellent role model for staff and pupils and knows the school well. Self-evaluation is accurate and based on increasingly effective use of data that is giving the school a more accurate view of its performance. There is now scope to consolidate and build more rigour into the systems for monitoring and evaluating teaching and learning and to set more precise learning targets for pupils, especially in literacy and numeracy.

Every child matters in this school and pupils' personal development and well-being are good. Pupils enjoy learning and this is reflected in their good work ethic, behaviour and attitudes. They know how to keep safe and what constitutes a healthy lifestyle. Because care, support and guidance are good, pupils have a good sense of social responsibility and are adequately prepared for their economic well-being.

Despite some unsettling periods, the school has a sound track record of success. There is the necessary commitment and drive to improve standards and achievement and the school is supported well by the governors and local authority. Over the past two years, there has been much improved self-evaluation based on accurate data analysis, tracking and monitoring. These strengths provide the school with satisfactory capacity to improve.

### What the school should do to improve further

- Maintain the focus on raising standards with a particular emphasis upon improving boys' writing and pupils' competence in applying their mathematical skills to problem solving activities.
- Lift the quality of teaching and learning by consolidating and building more rigour into the systems for monitoring and evaluation.
- Improve target setting for pupils in literacy and numeracy and involve pupils in assessing their progress towards them

## Achievement and standards

### Grade: 3

Standards are broadly average in English and science. Standards in mathematics have slipped to below average. Whilst standards in reading are good, standards in writing are below average for boys. The main area of weakness lies in the development of spelling, grammar and sentence construction where there is inconsistency in the teaching of key skills from year to year. There were more pupils with learning difficulties in the 2006 group and consequently lower targets were set than in previous years. However, these targets were exceeded. Appropriately challenging targets have been set for the current Year 6 pupils.

Achievement is satisfactory. All pupils achieve well in reading because key skills are taught consistently from year to year. Achievement in writing is more varied with girls achieving well and boys satisfactorily. Achievement is mostly satisfactory in mathematics. There are insufficient opportunities for pupils to apply their skills in problem solving activities. This means that pupils, particularly the more able, do not make the progress they should. There is no significant variation in the achievements of pupils with learning difficulties and the small numbers from the various minority ethnic groups.

## Personal development and well-being

### Grade: 2

Pupils' enjoy school and are polite, friendly and helpful to each other and to visitors. They have positive attitudes to learning, because lessons are interesting and relationships are strong. As one parent commented, 'there is a good relationship between teachers and pupils - all the staff are great.' Pupils behave well both in and outside the classroom as a result of a consistent approach to behaviour management by all staff. Pupils and parents say that bullying is rare when it does occur it is dealt with quickly. Spiritual, moral, social and cultural development is good. Cultural development has improved since the previous inspection and pupils have good knowledge about a wide range of cultures and religions.

Pupils willingly take on responsibilities as house captains and library monitors. They are proud to serve on the school council and make a positive contribution to school improvement. Pupils support a variety of charities and community events. They have good understanding of what constitutes a healthy life style and enjoy physical exercise. They are equipped satisfactorily for their future economic well being. Attendance has improved over the past year and is now satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers work and plan together well. Expectations of behaviour and work ethic are high and result in orderly lessons and an enthusiastic approach to learning. The good relationships in all classes give pupils the confidence to 'have a go' without fear of failure while adding to their enjoyment of learning. Learning is supported effectively by classroom assistants. There is some good day-to-day assessment that builds successfully on previous learning and pupils are encouraged to assess their own work. For example, in a Year 3 lesson, pupils were encouraged to pick out their best attempt at letter formation and share this with a partner to see if they agreed.

Marking is good and comments show pupils how they might improve. However, teachers have not set group or personal literacy and numeracy targets and this limits the opportunity for pupils to further measure their progress. In the teaching of mathematics, there are not enough opportunities for pupils to use their skills in investigative work. This has a negative effect on progress, particularly for the more able pupils. The teaching of writing skills is not consistent across classes and this has a detrimental effect on pupils' progress, particularly for boys.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. It provides well for pupils' personal development. The school has rightly focussed on raising standards in English, mathematics and science and this has helped maintain broadly average standards during periods of staffing instability. Teachers plan together well, using the national guidance for English and mathematics. Other subjects receive adequate coverage but there is scope to plan meaningful links between subjects and identify subjects where pupils' writing skills can be improved. The provision of a learning support mentor helps all pupils to have full access to the curriculum. Good enrichment programmes for gifted and talented pupils are provided through the local authority. The curriculum is enhanced by educational visits and by a good variety of after school clubs which pupils support well. These include sports and the arts.

### Care, guidance and support

#### Grade: 2

Pupils are cared for well. They say there is always an adult to talk to if they have any problems or concerns. Systems for supporting pupils who have learning difficulties are well managed and inclusive. There are secure and sensitive procedures in relation to child protection issues. The school works well with other agencies and parents. Regular risk assessments are conducted and monitored well. This enables pupils to feel safe and secure. Pupils receive good support in their personal and social development. Academic support is satisfactory. Pupils do not have personal targets

to aim for in literacy and numeracy and so find it difficult to assess how well they are doing. There are very effective partnerships with other local schools to ensure smooth transition of pupils both in and out of school.

## **Leadership and management**

### **Grade: 3**

The acting headteacher has made an impressive start to her headship, building on the key leadership role she has held for a number of years. A good ethos has been established with important strengths established in pupils' personal development and care. Over the past year, the acting headteacher has clarified leadership roles and empowered the senior management team and subject leaders to evaluate and develop their roles. For example, subject leaders now have good subject development plans which plot a clear way forward and are based on a secure evidence base. The acting headteacher's clear understanding of where improvement is needed is reflected in the good school development plans. All the key issues raised in this inspection have been identified and the school has begun to work on them, illustrating the effectiveness of the school's self evaluation. Although the steps that have been taken to raise standards further have had some effect, the overall impact is not clear since they are not embedded securely.

Good systems to monitor teaching and learning have been established and effective monitoring has taken place over the past year. While this has led to some improvement, it lacks appropriate rigour and a sharp enough focus. Governance is sound. Governors are very supportive of the school and are led by a knowledgeable and perceptive chair. They have good understanding of the school's strengths and weaknesses. They are developing their skills as critical friends and in holding the school accountable for the quality of education it provides.

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## Inspection judgements

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome and help you gave us when we came to inspect your school. We enjoyed our visit, especially when working with you and watching you work in lessons. We found that your school is doing well in some aspects but there are still some important aspects that will make it even better.

You behave well in lessons and at playtimes. It was good to see that you listen well to your teachers and concentrate on your work. We were impressed by your knowledge of how to stay safe and keep healthy. We know that if you are bullied at any time there is always an adult you can turn to for help. Your headteacher and all the staff want the very best for you and work hard to help you.

Teachers give you good advice about how you can improve your work. We have asked them to set you special targets to aim for in English and mathematics and in that way you will be able to see for yourself how well you are doing and where you need to improve. You are doing quite well with your English, mathematics and science but with that little more effort we are sure you can do even better. We know that the boys especially can do better with their writing. We have also asked your teachers to give you all more chances to solve problems in mathematics because we know this will be interesting and improve your work.

We have asked the headteacher to keep a close check on your lessons and help the teachers to make their teaching even better.

Good luck for the future.

Mr. M.J. Johnstone (Lead Inspector)