

# Brookside Junior School

## Inspection report

---

<b>Unique Reference Number</b>	102288
<b>Local Authority</b>	Havering
<b>Inspection number</b>	335870
<b>Inspection dates</b>	5–6 November 2009
<b>Reporting inspector</b>	Gulshan Kayembe

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Yve Cornell
<b>Headteacher</b>	Mrs Sue Collins
<b>Date of previous school inspection</b>	6 September 2006
<b>School address</b>	Dagnam Park Drive Harold Hill Romford RM3 9DJ
<b>Telephone number</b>	01708 343074
<b>Fax number</b>	01708 349120
<b>Email address</b>	office@bjs.havering.sch.uk

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	5–6 November 2009
<b>Inspection number</b>	335870

---

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 rates 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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto: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 documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with the chair of governors, staff, including several meetings with the headteacher and deputy headteacher, two representatives from the Local Authority and with groups of pupils. They observed the school's work and looked at a range of documents, including the school's monitoring records, inclusion and safeguarding policies. Sixty-six parental questionnaires were evaluated.

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

- the extent to which standards of work in the school are improving
- the impact of teaching, especially the use of assessment, on pupils' progress and learning
- the extent to which pupils are confident and independent learners who are clear about what they need to do to improve their work
- the capacity of the school's leadership to drive improvements at a rapid enough rate.

## Information about the school

Pupils are drawn largely from housing estates surrounding the school. Almost all pupils have attended the adjoining Brookside Infant School. The large majority are White British. A little over 10% are from a variety of minority ethnic backgrounds. About half of these pupils speak English as an additional language but very few are beginners in English. The proportion of pupils eligible for free school meals is high, at more than twice the national average. The school has an above average proportion of pupils with special educational needs and/or disabilities. Many of these pupils have significant or complex learning needs and some have behavioural difficulties. The school has achieved the Healthy School Award.

**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?**

**3**

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

**3**

### Main findings

This improving school provides a satisfactory education for its pupils. Pupils are happy at school and enjoy the range of activities on offer. Standards are rising securely and quickly, especially in writing, as a result of improvements to the quality of teaching and the English curriculum. The results of National Curriculum tests in 2009, although below average, were a significant improvement on the very low standards in the previous two years, and particularly so in English. Overall, pupils' achievement was satisfactory by the end of Year 6.

Since the last inspection, the school has focused its efforts on laying the foundations for better achievement of pupils. The headteacher rightly concentrated on embedding effective systems to support learning, raise expectations among staff and the wider community and to improve teaching. With the deputy headteacher taking over the lead for English at the start of the last academic year, a sharper focus on English, in particular on writing, was enabled and this paid dividends. Across the school, many pupils, particularly the more able and average ability pupils, are making good progress in developing their English skills. However, about a third of pupils make progress that is satisfactory rather than good. Most of these pupils begin the school with low or very low levels of attainment, especially in writing, and many have significant learning needs. While the school has a good number of support staff and makes effective use of external agencies, the level of expertise within the school is not always high enough to meet the full extent of pupils' diverse needs. At times, support staff and teachers provide too much help to lower attainers, thus preventing them from developing the independence and confidence to work on their own. The school is developing good working links with the infant school, although these do not yet extend to reviewing pupils' learning together to inform future planning. The use of literacy and numeracy across the curriculum is also not sufficiently developed to help, in particular, average and lower attainers to improve their skills further through regular practice.

The school leadership has turned its attention this year to improving provision and achievement in mathematics as standards lag a little behind those in English. While pupils' progress is satisfactory in mathematics, it is not as good as in English. This is because work is not as well matched to the needs of individual pupils at both the upper and lower ends, and practical approaches are not always as well developed as they could be, especially for lower attainers.

Pupils' attendance has improved and is now in line with national averages. Behaviour in lessons is usually good and pupils are polite and courteous. However, the behaviour log, discussions with pupils and the school's self-evaluation indicate that there are some incidents of bad behaviour in the playground. Although these are dealt with adequately

**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

by staff and sanctions are applied, the way the school logs incidents does not allow for easy tracking or analysis of behaviour patterns to address longer-term behaviour issues. A small minority of parents feel that behaviour is not well managed and a few pupils consider that behaviour in the school is not good.

Pupils' spiritual, moral, social and cultural development is satisfactory. Celebration assemblies make a major impact on pupils' self-esteem and their understanding of moral and social issues. Extra-curricular activities, visits and visitors help widen pupils' cultural and social skills. A good focus on being healthy means that pupils are keen to adopt healthy lifestyles.

The school has sound capacity to build further on its successes, in particular over the past year. The improvements in English, in both provision and outcomes, are well embedded across the school. Senior leaders have a realistic view of the school's strengths and weaknesses, which is successfully shared with staff and governors. Systems for monitoring the school's work are robust and tracking of pupils' progress is systematic, allowing the school to take swift action where pupils show signs of underachievement. Expectations are high and targets set are challenging. The pace of improvement has accelerated over the last year and this is noticeable in better standards in the current Year 6.

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

- Improve the provision for lower-attaining pupils by:
  - promoting more independent learning and tasks
  - developing greater in-house specialist knowledge about the specific educational needs of pupils in the school
  - extending links with the infant school to make more effective use of assessments of progress and standards of work when pupils transfer to Year 3.
  - Improve the progress pupils make in mathematics by ensuring that work is well matched to the needs of both higher and lower attainers and by making more use of practical activities in lessons.
  - Provide pupils with regular opportunities to practise their literacy and numeracy skills in other subjects of the curriculum.
- Improve behaviour in the playground by:
  - developing a better system for logging incidents so that they can be tracked and addressed more effectively
  - involving parents in developing policies on behaviour management
  - developing mechanisms for feeding back to parents and pupils on how behaviour has been dealt with.

### **Outcomes for individuals and groups of pupils**

**3**

Attainment on entry is below average. Current standards by Year 6 are close to national

**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

expectations, especially in English, and continue the improving trend seen in last year's National Curriculum tests. Progress is satisfactory overall and in English and mathematics. Many pupils make good progress in English. Pupils are keen to learn and enjoy being actively involved. In an English lesson in Year 6, for example, pupils enjoyed scripting a radio interview, making good use of interviews they had read and heard to inform their own writing. Pupils with special educational needs and/or disabilities make satisfactory progress against the targets in their individual action plans. However, in some lessons, lower-attaining pupils, including those with additional needs, are given too much help rather than the opportunity to work more independently. Pupils from minority ethnic backgrounds and those with English as an additional language achieve satisfactorily. They reach, and often exceed, the standards attained by pupils from similar backgrounds nationally.

In lessons, pupils work well in groups and pairs, showing good team-working skills. These, combined with their satisfactory progress and improving numeracy and literacy skills, prepare them satisfactorily for their next step in education and future life.

Pupils are, and generally feel, safe around the school. Though no bad behaviour was observed, a few pupils report that incidents in the playground cause them to feel unsafe. The school council is involved in decision making, including choosing charities for fundraising. While pupils attend functions and events in the local community and at other schools, they are not actively enough involved in working to improve their local community. Pupils are clear that racism is wrong and are interested to learn about different cultures, including having global links. For example, the Bollywood Dance Club came about as a request from pupils themselves. However, for many pupils, their awareness of people who are different from themselves is not particularly broad. Pupils talk knowledgeably about how to live healthily and enjoy taking part in sport, which is reflected in the Healthy School Award.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>

<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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers make sure that there are clear learning objectives so that pupils know what they are expected to learn. Well-managed questioning in most lessons ensures that different groups of pupils are engaged well and made to think more deeply about their work. In most lessons, good use is also made of 'pair-talk' to help pupils develop their ideas. Teaching tends, on the whole, to be better in English than in mathematics because work in English is better matched to individual pupils' needs. In mathematics, able pupils are not always challenged enough, and lower attainers are either not given work at a level that meets their needs or it is not practical enough. Books are well marked in most cases and there is sound written guidance for pupils. Pupils know their targets and what they need to do to improve their work.

The English curriculum provides pupils with a good framework for developing their reading and writing skills. The mathematics curriculum is satisfactory and there are plans for improving it this year so that it is more closely tailored to meet the range of needs. Opportunities for problem solving are reasonably well developed at the top end of the school. Opportunities to use information and communication technology have been enhanced recently with the purchase of laptops, and interactive whiteboards are used well in most lessons. There is satisfactory provision for personal and social education. However, the school has yet to develop better links between subjects and, in particular, making more use of opportunities to develop literacy and numeracy across the curriculum. A wide range of additional literacy and numeracy programmes are in place to help support pupils' learning, especially where they begin to fall behind.

The school takes good care of its pupils. It is a safe and secure place for them. Good use is made of all the statutory agencies and staff, such as a learning mentor and home-school worker, to support particular individuals and their families, especially where vulnerable pupils are concerned. However, given the significant level of special educational needs of some pupils, the school has not been as innovative as it could have been in addressing these fully, such as drawing on the expertise of schools with specialist provision. The school has been very successful in reducing persistent absence among a minority of pupils. There are very few pupils who now miss school on a regular basis and the school continues to work with them and their families to help remove barriers to regular attendance.

**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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher and deputy headteacher make a strong and effective team. The school's sound understanding of its strengths and weaknesses enables it to focus on the right areas for improvement. Effective steps are being taken to secure high-quality teaching and address weaknesses. An increasing level of responsibility, especially for analysing and interpreting data on progress, is being devolved to middle leaders such as subject coordinators. This provides more time for the senior leadership team to coordinate improvement at a more strategic level and become more innovative in their approaches. Governors understand the strengths and comparative weaknesses in the school and are asking increasingly challenging questions about the effectiveness of the school's work in raising standards. The chair of governors provides a strong lead in this. The school successfully promotes equality and ensures that no groups of pupils suffer discrimination. Tracking of the progress of different groups is robust and enables the school to identify and target any specific groups that may be underachieving. All safeguarding arrangements and policies are in line with requirements and systematically reviewed. However, the school has not yet done enough to encourage some pupils, who feel less safe because of behaviour incidents in the playground, to discuss their fears with an adult.

The school has a clear plan for promoting community cohesion based on good knowledge of its intake. It is actively, and successfully, promoting community cohesion within the school and reaching out to other communities. For example, the school successfully bid for a new community centre jointly with the infant school. However, the school is aware that there is more to be done to give pupils wider first-hand experiences of people from different walks of life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Views of parents and carers**

Most parents are pleased with the school and the work it does to support their children. In particular, they feel that the school keeps their child safe, meets individual needs and they are happy with the overall experience of their child at school. A small minority are concerned about how behaviour is dealt with. Inspectors judge that there are several actions the school can take to improve both behaviour management and parents' understanding of how incidents are dealt with. However, the inspection findings do not support the views of a few parents who have concerns about the school's leadership and management.

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

Ofsted invited all the registered parents and carers of pupils registered at Brookside Junior 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	35	35	53	4	6	1	2
The school keeps my child safe	22	33	42	64	1	2	0	0
The school informs me about my child's progress	18	27	45	68	3	5	0	0
My child is making enough progress at this school	17	26	42	64	5	8	0	0
The teaching is good at this school	21	32	42	64	3	5	0	0
The school helps me to support my child's learning	20	30	42	64	3	5	0	0
The school helps my child to have a healthy lifestyle	17	26	42	64	6	9	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)	17	26	39	59	5	8	1	2
The school meets my child's particular needs	20	30	43	65	2	3	0	0
The school deals effectively with unacceptable behaviour	14	21	37	56	9	14	5	8
The school takes account of my suggestions and concerns	14	21	44	67	7	11	0	0
The school is led and managed effectively	18	27	36	55	8	12	3	5
Overall, I am happy with my child's experience at this school	20	30	43	65	3	5	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



10 November 2009

Dear Pupils

Inspection of Brookside Junior School, Romford, RM3 9DJ

We enjoyed visiting your school and, in particular, we enjoyed talking to you. We should like to thank you for making us feel so welcome. The school gives you a satisfactory and improving education and standards of work are getting better.

These are some of the best things about the school.

- You enjoy coming to school and are polite and courteous.
- The progress you are making in your work is improving and many of you make good progress in English.
- You enjoy sports and the healthy school dinners.
- Your headteacher and the deputy headteacher make a good team and are working successfully with staff and governors to improve the school.
- You are well looked after and your parents agree that you are safe in school.

There are a few things that we would like your school to do next:

- make sure that you are given the right kind of support in lessons, so that you can become more independent and confident in your learning
- make sure that the work you get in mathematics is set at the right level for you, so that it is not too easy or too hard
- give you more opportunities to practise your literacy and numeracy skills in other subjects
- work with you and your parents to make sure that everyone understands how behaviour incidents in the playground are dealt with and to further improve behaviour in the playground.

It was very nice to meet you and we wish you well for the future.

Yours sincerely

Gulshan Kayembe

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**