

# Brookvale Primary School

## Inspection report

---

<b>Unique Reference Number</b>	103319
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355360
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	David Shears

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rhona Barnett
<b>Headteacher</b>	Jonathan Smart
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	Mallard Drive Erdington, Birmingham B23 7YB
<b>Telephone number</b>	0121 356 9973
<b>Fax number</b>	0121 344 4962
<b>Email address</b>	enquiry@brkvale.bham.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	14–15 September 2010
<b>Inspection number</b>	355360

---

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 1234 234, 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.

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

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

T: 0300 1234 234

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 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, saw seven teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 86 parents and carers, 106 pupils and 22 members of staff.

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

- the progress of pupils, particularly for boys, pupils with special educational needs and/or disabilities and minority ethnic pupils at Key Stage 2 and in mathematics throughout the school
- the effectiveness of the curriculum in helping pupils to practise their core literacy and numeracy skills
- the effectiveness of leaders and managers in implementing initiatives to improve the progress of pupils, particularly in Key Stage 2
- the quality of the curriculum in the Early Years Foundation Stage, particularly in problem solving, reasoning and numeracy.

## Information about the school

Brookvale is a smaller than average sized primary school. The largest proportion of pupils is of White British origin, with a small minority who are of Asian heritage. A few are from a range of other minority ethnic backgrounds. The proportion of pupils who have special educational needs and/or disabilities is higher than the national average; their needs are mostly moderate learning difficulties. A small minority of pupils speak English as an additional language, although this proportion is increasing. The school has received the Healthy Schools and International School awards.

**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

Brookvale is a good school. Attainment is rising and most pupils make good progress. In particular, the introduction of new strategies to teach reading and writing has had a good effect in raising the attainment of pupils, particularly in Key Stage 1. This is because pupils are taught in small groups according to their ability and so more attention is given to meeting their individual needs. Pupils are regularly assessed in these lessons to track their progress.

Pupils' achievement is good and attainment is broadly average by the time they leave in Year 6. From starting points below those expected nationally, children make good progress in the Early Years Foundation Stage and in Years 1 and 2. In Years 3 to 6, pupils' progress is good overall. Pupils with special educational needs and/or disabilities make satisfactory progress; it is good in Years 1 and 2 and rapidly improving in Years 3 to 6. There is a good range of interventions to support pupils in their literacy skills but those with mathematical difficulties have not, over time, been identified early enough. Support staff are not always deployed to best effect to support those at risk of falling behind, particularly in mathematics.

Teaching is good overall. Staff are enthusiastic and plan interesting lessons for pupils. Relationships are good and pupils are keen to learn, because teachers consistently encourage and praise pupils both orally and in their work. While teaching is good in most respects it is weaker in mathematics. This is because teachers do not consistently review the learning during lessons to check that the needs of all pupils are being met. The marking of work is inconsistent: in English there are good examples of effective comments that help pupils to know the next steps in their learning but this is not always the case in mathematics. The curriculum has recently been developed and is good. In particular, the provision for information and communication technology (ICT) is a strength. Pupils have good opportunities to practise their basic literacy skills through other subjects but those in mathematics are more limited.

The personal development of pupils is good. They enjoy school and as a result they behave well and care for each other. For example, pupils in Year 6 look after the Reception children. In particular, they say they feel safe in school and their understanding of how to keep safe in a range of situations is outstanding. Parents speak highly of the school and particularly appreciate the outstanding relationship that they enjoy with the staff.

Leaders and managers ensure that there are high expectations of what pupils can achieve. They have a clear understanding of how to improve, and prioritise these in a school development plan. Nevertheless, the provision and progress for pupils in Key Stage 1 has dramatically improved so that attainment by the end of Year 2 is broadly in line with national averages. This is beginning to have a positive impact in Key Stage 2, where pupils

**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

are now making better progress and attainment is rising. As a result, the school has crossed a grade boundary and demonstrates a good capacity to improve.

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

- Improve the progress of pupils with special educational needs and/or disabilities, particularly at Key Stage 2, so that they make good progress and thereby raise attainment by ensuring that:
  - teaching assistants are used more effectively in lessons to maximise progress
  - evaluations of targets in individual educational plans clearly show what has been achieved and the next steps in learning
  - pupils with mathematical difficulties are identified earlier and appropriate interventions put in place.
- Improve the progress of pupils in mathematics by:
  - reviewing the progress of pupils during lessons and adapting to meet their needs
  - ensuring that marking consistently gives pupils clear guidance so that they know how to improve
  - developing more links between mathematics and other subjects in the curriculum for pupils to practise their basic skills
  - ensure the monitoring of mathematics lessons has a clearly defined focus, based on specific school priorities that relate to learning.

## Outcomes for individuals and groups of pupils

**2**

Boys, and pupils from ethnic minority groups generally achieve as well as their peers and the increasing numbers of pupils with English as an additional language also make similar progress. The progress of more able pupils has improved so that they now make good progress. Overall, progress across the school for all pupils is good. Although data shows that progress in a few classes to be satisfactory, lesson observations during the inspection show that this is improving, particularly in English. Since the previous inspection the school has focused well on pupils with special educational needs and/or disabilities, which has resulted in a rapid improvement in their progress in Key Stage 1 and increased momentum in Key Stage 2. These pupils have clear individual education plans with appropriate targets. However, the review of these is sometimes too vague, making it more difficult to clearly identify the next steps in their learning. Recently implemented strategies to support pupils at risk of falling behind in mathematics have not yet been evaluated.

Pupils have a good understanding of what it means to be healthy and demonstrate this by taking part in a wide range of sporting activities. They make a good contribution to the school by taking on responsibilities, such as being involved in the development of the playground through the school council. Pupils also care about the wider community, raising money for various charities both locally, such as Barnardo's Birmingham City Mission, and further afield, such as Children in Need. They entertain the local senior citizens with their gospel choir and have taken part in tree planting in the local park. Overall, pupils' spiritual, moral, social and cultural development is good. In this multi-ethnic school they demonstrate positive relationships because they do not view each other

**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

as being different. Pupils enjoy being at school and this is shown by the improving attendance which is now above the national average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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

## How effective is the provision?

Pupils enjoy school because teachers plan lessons that engage them. Lessons are characterised by enthusiasm and have a good pace. The positive atmosphere gives pupils confidence to give of their best, knowing that their contribution will be accepted and valued. Consequently, pupils behave well and have good attitudes to learning. Learning objectives for each lesson are made clear and often displayed and pupils help to identify how they know when they have been successful. Pupils are experienced in evaluating their own work as well as looking at each other's work. The interactive whiteboards are used well to support teaching and pupils are encouraged to discuss learning together in lessons. Teaching assistants, who often work with pupils with special educational needs and/or disabilities, are not always used effectively to maximise their learning, particularly in mathematics.

There are many opportunities for pupils to enjoy learning in the wider curriculum through special visitors to the school. Pupils have access to a range of extra-curricular clubs, including a number related to sport, which have a high uptake. The teaching of a modern foreign language has been introduced for pupils at Key Stage 2. Curriculum planning is

**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

based on themes and has opportunities for pupils to practise their literacy skills, although they do not spend enough time practising their mathematical skills through other subjects.

All pupils are well cared for and know that they can talk to an adult if they wish to. In particular, there is well organised and specific support for those pupils for whom circumstances make them vulnerable. Their progress, both in terms of their learning and other features, such as self-esteem and confidence, is generally good and some pupils make significant improvements. There are good arrangements for transition both when pupils start and finish the school.

*These are the grades for the quality of provision*

<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>2</b>

## How effective are leadership and management?

Leaders and managers have a good understanding of the strengths of the school and what needs to be done to improve. They give good support and challenge through ensuring that the progress of all pupils, including that of particular groups, is carefully tracked. Pupils identified as falling behind are given extra support to help them make better progress. Challenging targets are set and there are high expectations of staff and pupils to meet these. Leaders and managers have also correctly identified the need to improve progress in mathematics which features on the school development plan. They have already begun to tackle this. For example, a club now runs for pupils to improve their knowledge of tables, with many incentives to succeed.

There is an effective governing body which supports the school well. Governors have a good knowledge of the school's priorities and challenge the school by asking questions and checking that they are being successfully tackled. The progress of different groups of pupils is carefully analysed to ensure that none of them underachieve. The progress of pupils with special educational needs and/or disabilities has been identified as a priority and improvements made. As a result, the gap between the progress of these pupils and their peers is closing. Good use is made of links with other agencies such as the educational psychology service and the health service to help them to do this.

Leaders put a high priority on caring for pupils and staff, and robust safeguarding arrangements are in place. For example, the school takes great care to keep pupils safe. Comprehensive risk assessments are carried out. The school integrates issues about safety and safeguarding into the curriculum, including using visitors from the local community to reinforce these. A strength of the school lies in its effectiveness in working together as a community. Relationships with parents are outstanding because highly effective communication ensures that they are well informed. There are many opportunities for parents to come into school either to provide support or receive help when they have

**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

concerns. Pupils are well aware of the local community and there are good links with other schools in different locations, both nationally and internationally. Although the pupils are gaining a good understanding of both cultural and socio-economic differences, their experience of faith in the community is limited. For example, pupils do not have the opportunity to visit places of worship for religions other than Christianity.

*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	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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle well into the Foundation Stage class because positive relationships are built with parents, who feel welcomed and supported well. Overall, children arrive with skills and knowledge that are below national expectations. Through effective assessment, children with language difficulties are identified quickly and given appropriate support. This process is not sufficiently established for those with mathematical difficulties. Consequently, although children make good progress in most areas of the Early Years Foundation Stage curriculum, their progress in problem-solving, reasoning and numeracy is not as strong, particularly in calculation. Improvements have been made to the outdoor area and the school is working towards ensuring that this is used to the best effect in all areas of learning. The Early Years Foundation Stage is well led, including a good level of support for the newly qualified teacher.



**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 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

The proportion of parents and carers returning the inspection questionnaire was above that for other primary schools. A very large majority of parents and carers who responded to the questionnaire are happy with their children's experience in school. However, a few parents and carers did not feel sufficiently informed about their children's progress. Inspectors noted that there is a range of opportunities for this, including parents' and open evenings, reports and certificates. A very small minority who responded were concerned about the progress of their children. Inspectors found that while most pupils were making good progress, they endorsed the view that those with special educational needs and/or disabilities in Years 3 to 6 could make better progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Brookvale Primary 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	58	32	37	1	1	1	1
The school keeps my child safe	55	64	31	36	0	0	0	0
My school informs me about my child's progress	44	51	32	37	6	7	0	0
My child is making enough progress at this school	44	51	34	40	4	5	0	0
The teaching is good at this school	49	57	28	33	4	5	0	0
The school helps me to support my child's learning	41	48	38	44	3	3	0	0
The school helps my child to have a healthy lifestyle	37	43	45	52	2	2	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)	33	38	45	52	3	3	0	0
The school meets my child's particular needs	32	37	46	53	3	3	0	0
The school deals effectively with unacceptable behaviour	40	47	37	43	4	5	0	0
The school takes account of my suggestions and concerns	37	43	38	44	2	2	0	0
The school is led and managed effectively	42	49	39	45	1	1	0	0
Overall, I am happy with my child's experience at this school	54	63	26	30	1	1	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



16 September 2010

Dear Pupils

**Inspection of Brookvale Primary School, Birmingham, B23 7YB**

Thank you for your warm welcome when we visited you recently. We really enjoyed meeting you and finding out about your good school.

You told us that you enjoyed school and we can easily see why. Your teachers look after you well and keep you safe, and they plan enjoyable lessons that help you to make good progress. We were very impressed with the good relationship that you and your parents and carers have with the adults in the school. You have a good knowledge of keeping healthy and all say you feel very safe in school. The leaders in the school have a good understanding of what works well and what could be improved.

We have asked your teachers to make sure that the older pupils who find their work difficult make as much progress as they can by helping them to make the most of every lesson and to check more carefully how well they are reaching their targets.

We have also asked them to ensure that you all make better progress in mathematics by checking during lessons that you are all making good progress and, through marking, letting you know your next steps in learning. We would like you to practise your mathematical skills in other lessons too. Finally, we would like the leaders in your school to check on how well you are doing in lessons more carefully. You can help by letting your teacher know whether the work is too easy or too difficult for you.

We wish you all the very best for the future.

Yours sincerely

David Shears

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 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**