

Brookfield Primary School

Inspection report

Unique Reference Number	112619
Local Authority	Derbyshire
Inspection number	357147
Inspection dates	1–2 February 2011
Reporting inspector	Marion Thompson

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	175
Appropriate authority	The governing body
Chair	Andy Brickles
Headteacher	Lynne Greenhough
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by three additional inspectors who observed 16 lessons taught by eight teachers. Inspectors talked to parents, pupils, staff, the Chair of the Governing body and a local authority officer. They observed the school's work, and looked at pupils' work, information about their progress, curriculum and lessons plans and school improvement plans. They considered 63 questionnaires from parents and carers as well as staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

Inspectors investigated the impact that the school's strategies are having on pupils' progress in writing.

- They also studied the impact of the school's actions on improving attendance.
- They examined the consistency of pupils' progress across the school.

Information about the school

This is a smaller than average primary school, where the vast majority of pupils are of White British origin. The percentage of pupils with special educational needs and/or disabilities is high. The proportion of pupils known to be eligible for a free school meal is above average. The governing body is responsible for a breakfast club. There is a privately run club which provides after school activities on the school site. The school has Healthy Schools status, the Artsmark and the International Schools 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

The school provides a satisfactory education. Pupils make satisfactory progress and reach broadly average standards by Year 6. Attainment and progress in reading and mathematics have improved significantly over recent years, and writing, which has been a weaker area, is beginning to improve. However progress is uneven between classes. Provision in the Early Years Foundation Stage, for example, is good and results in rapid progress.

Sensitive care, support and guidance ensure that pupils' personal development is good. For example, pupils adopt a balanced diet and take up of extra sports activities is high. The school's good provision for health education, as well as the arts, is recognised through external awards. Pupils have a keen sense of fairness, because this is developed well through the consistent implementation of the behaviour policy. Practical and emotional support for pupils who are experiencing difficulties is outstanding; it helps pupils to overcome significant barriers to learning and builds self-esteem.

Cultural and spiritual development is promoted well through the recently introduced, vibrant creative curriculum. During these sessions the school is a hive of happy, purposeful activity, with pupils fully engaged in their work. Teaching, while satisfactory overall, is improving. There is no unsatisfactory teaching and an increasing proportion is good. Much is stimulating and develops independence well. Marking provides guidance to pupils on how to improve their work, although they are not always provided with time to follow this up. In some less successful lessons the work is too difficult for some pupils and too easy for others, the pace is occasionally slow and questioning lacks challenge. Even in otherwise good lessons, staff do not always model language well. Despite improvement, spelling, punctuation and grammar are not consistently accurate. The opportunities for extended work for some pupils are too brief and the work is too short.

The headteacher has provided a strong lead in promoting improvement and in forming good links with the local community. Teachers know their pupils well and self-evaluation and planning are satisfactory. Formal monitoring of progress, while satisfactory, is too infrequent to allow early warning of problems, and is recorded in a way that is difficult to use. Plans are well advanced to tackle this. Improved progress in reading, mathematics and to a lesser extent, writing, better teaching and a livelier curriculum demonstrate the schools' satisfactory capacity to continue to improve.

Most pupils attend regularly and are punctual, but despite the school's best efforts, the attendance of a small minority of pupils is irregular and attendance is as yet too low. However, it has risen in the current year, in response to the school's actions. Literacy and numeracy skills are broadly satisfactory and social skills develop well. Consequently preparation for the future is satisfactory.

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About 40% of the schools whose overall effectiveness is judged satisfactory may

- receive a monitoring visit by an Ofsted inspector before their next section 5
- inspection.

What does the school need to do to improve further?

- By February 2012 improve progress in writing by ensuring that:
 - spelling, punctuation and grammar are accurate
 - there is sufficient time for extended writing and it is consistently of adequate length.
- By February 2012 ensure that satisfactory learning and teaching moves to good by taking care that:
 - work is well matched to the needs of all pupils
 - lessons are conducted at a lively pace and questioning is challenging
 - teachers provide time for pupils to follow advice given through marking
 - teachers consistently model spoken language well.
- By February 2012 reduce persistent absenteeism and improve levels of attendance by forming closer links with parents, carers and the local community to persuade them of the importance of regular attendance.
- By September 2011 implement the planned system to formally monitor pupils' progress more regularly and present it in a form that is easier to use.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning, especially in lessons which provide them with pace and challenge. For example in a Year 2 lesson pupils contributed confidently to class discussion and made insightful comments during partner work about how and why characters in a story change. Unsolicited, they pointed out and illustrated rhyming patterns, based on their previous learning. They were reflective in assessing their progress and worked well independently. In less engaging lessons, although pupils are attentive, learning is more passive.

Over recent years progress in mathematics has improved considerably, because mental mathematics, previously a weaker area, is practised daily. Pupils confidently tackle problem solving activities. For example in a Year 5 class, higher attaining boys tackled a challenging problem with relish, clearly explaining what they did and why. Reading, too, is improving and for most pupils supports their work satisfactorily. Writing remains below average. Extended writing is too brief. Spelling and punctuation are not consistently accurate but are improving rapidly. The school is developing pupils' ability to listen attentively and to express themselves clearly as a preparation for writing. Pupils make good progress in science because they enjoy the 'hands on' approach taken to investigation work.

Skills on entry to the Reception class are below those expected for their age. Children achieve well and reach average standards by the time they reach Year 1. Through the rest

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of the school progress is more variable, but satisfactory overall. Pupils with special educational needs and/or disabilities make the same progress as their peers.

Pupils feel safe and act sensibly, for example when handling scissors and needles to make puppets or when using the internet. They behave well and their positive attitudes support their learning. Occasional bullying is dealt with well and pupils with challenging behaviour respond positively to encouragement and the school's reward system. Pupils make a good contribution to the school and wider community, through contributing their ideas for cross curricular topics. Last year some older pupils joined the junior management board of the local community farm.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

In the increasing number of good lessons, for example a challenging Year 6 science lesson, pupils have the opportunity to work independently on demanding problems, such as how to visualise sound. Pupils enjoyed the practical activities and observed carefully. They were able to suggest reasons for what they observed, with the more- able pupils using technical vocabulary confidently. By contrast, in otherwise satisfactory lessons the pace is occasionally slowed because the activities are not pitched at the right level for all pupils and questioning lacks challenge.

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Lessons are characterised by good relationships. Skilful pupil management, based on building pupils' self esteem, results in a calm and purposeful atmosphere. All pupils are aware that they now have short term targets to help them improve their work. Increasingly, good attention is paid to developing pupils' speaking and listening skills. However, occasionally staff make grammatical errors themselves and do not model correct spoken language when pupils make errors. These errors are then reproduced in writing. In some lessons, active, practical activities, such as searching outdoors for words containing certain letter formations and reading them aloud, motivate pupils to learn. Very occasionally too much support is provided, with staff answering questions rather than challenging pupils to find out for themselves.

The curriculum is broad and balanced. It meets pupils' needs increasingly well, for example through 'catch up' lessons for older pupils. The curriculum is enriched by specialist provision in physical education and a wide range of partnerships. Prominent amongst these is the recently introduced one day a week creative curriculum which is enhanced by the support of visiting artists, photographers, musicians and poets. This promotes cultural development very well. Pupils are increasingly motivated to write but there are still too few opportunities for really extended writing. Pupils are involved in choosing their topics which increases their motivation to learn. The school offers a wide range of enrichment and extra curricular activities which broaden pupils' experiences and contribute to keeping them fit and healthy.

The school provides excellent support for pupils who are in vulnerable situations or have social and emotional difficulties, through support in school, outreach work and links with external agencies. Good care is provided for all pupils and effective transition arrangements ensure pupils settle happily when they join and leave school. Robust systems are in place to improve attendance, including a strong emphasis on rewards. This has led to a rise, but as yet the impact has been limited. The needs of pupils with special educational needs and/or disabilities are clearly identified and satisfactorily met. The breakfast club provides well for the needs of pupils and their families.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Through their day-to-day assessment staff have a clear view of pupils' progress. However, inefficiencies in the formal recording and monitoring of pupils' progress make the job of, for example, curriculum leaders, more difficult when monitoring progress across the school. Well-advanced plans are in place to remedy this situation and support from the local authority has been secured. Planning is sound and is based on an accurate broad

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brush evaluation of the work of the school. Accurately targeted support has improved the quality of teaching and assessment.

Governance is satisfactory. The governing body provides good support to the school, but, though they know the strengths and weaknesses of the school and hold it to account, monitoring is more limited. They perform their duties in relation to safeguarding well. A particular strength is the excellent way in which the school works with families, other agencies and with designated school staff to ensure that the relatively large number of pupils in vulnerable situations are kept safe, and that their physical and emotional well-being is carefully nurtured. Staff are well trained and skilful in identifying pupils at risk.

Parents and carers value the work of the school and appreciate the approachable atmosphere created by staff. However the school has not yet persuaded a small number of parents of the importance of regular attendance for their children. There are good links with a number of other agencies to support pupils' health and well-being and engage them in learning.

Discrimination is challenged vigorously by the school, which works hard to promote respect for all, regardless of background. However, pupils do not yet make good progress through the school as the pace of progress varies between classes. For this reason equal opportunities is judged satisfactory overall. The school works calmly to promote shared values across the school and local community, for example in developing a shared understanding of the value of diversity. There are good links with other countries like Kurdistan, which provide an insight into a very different way of life and the school has International School status. The needs of the local and global community are promoted well through growing food and selling it at a reasonable price in the school cafe. The promotion of community cohesion is good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enter the Reception class with skills below those expected for their age, especially in language and calculation. They make good progress, especially in personal development and in physical and creative skills. They reach broadly average standards in many areas on entry to Year 1. However, aspects of language and mathematical skills remain below those expected for their age.

Transition into Reception is good and ensures that children settle quickly into school routines. The good curriculum ensures they become enthusiastic learners. Effective teamwork, assessment and planning ensure that there is a good balance between whole class, group and self-chosen activities. These are timed well so that children remain interested in their learning. Children develop confidence and behave well. Their self esteem develops because of the good care and trusting relationships they form with adults. The work of children with special educational needs and/or disabilities is linked to classroom activities and their needs are met well because they are known to all staff. Role play is used well to improve speaking and listening skills and confidence, through for example making puppets of the characters in the Gingerbread Man and performing a play.

The Early Years Foundation Stage is led and managed well and self-evaluation is good. The team has correctly identified the need to maximise the use of the outdoor area, by linking activities more closely to the major theme and to promote language development and calculation at every opportunity.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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 very large majority of parents and carers who responded to the questionnaire are pleased with the work of the school. Inspectors corroborate their views that children are kept safe, are well prepared for transition to other schools and that the school helps children to lead a healthy lifestyle. A number of parents and carers do not feel that unacceptable behaviour is dealt with well. In written notes, a few parents or carers expressed the view that poorly behaved pupils were given more rewards than better behaved pupils. The inspection found that the school deals well with the comparatively large number of pupils with behavioural, emotional and social difficulties, enabling them and others to learn. The behaviour system provides opportunities for all pupils to gain rewards and praise.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookfield 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	49	29	46	3	5	0	0
The school keeps my child safe	37	59	25	40	0	0	0	0
My school informs me about my child's progress	30	48	28	44	4	6	1	2
My child is making enough progress at this school	32	51	27	43	4	6	0	0
The teaching is good at this school	32	51	30	48	1	2	0	0
The school helps me to support my child's learning	32	51	24	38	6	10	1	2
The school helps my child to have a healthy lifestyle	29	46	32	51	2	3	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)	31	49	31	49	0	0	0	0
The school meets my child's particular needs	30	48	31	49	2	3	0	0
The school deals effectively with unacceptable behaviour	22	35	28	44	8	13	1	2
The school takes account of my suggestions and concerns	29	46	27	43	5	8	0	0
The school is led and managed effectively	34	54	26	41	3	5	0	0
Overall, I am happy with my child's experience at this school	34	54	25	40	3	5	1	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



3 February 2011

Dear Pupils

Inspection of Brookfield Primary School, Mansfield, NG20 9AD

Thank you for the warm welcome you gave us when we visited your school. We found that the school provides you with a satisfactory education. A lot of things are improving and some are already good. You get off to a good start in the Reception class because provision for you is good. Some of the other good things we found on our visit are listed below.

Most of you enjoy the interesting programme of work and extra activities that the school provides for you. You told us you are particularly keen on topic work, mathematics and science.

You have a good understanding of how to keep safe and stay healthy and you behave well and know right from wrong.

You make a good contribution to the school and wider community and take your responsibilities seriously.

You know quite a lot about ways of life that are different from your own.

The school takes very good care of you, helping you to develop confidence.

We want the school to continue to improve so we have asked staff to:

- make sure that those of you who miss a lot of school, and your parents and carers, know how important it is for you to attend so that your learning is not interrupted
- help you to improve your writing
- help you to improve your work by making sure that lessons are pitched at the right level and are fast paced, that questions challenge you, and that teachers model spoken language well.
- keep a more regular track of your progress and record it in a way that is easier to use.

You can help too, by asking for help when you are stuck or telling the teacher if work is too easy or difficult.

Yours sincerely

Marion Thompson

Lead Inspector

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