

# Brookmead School

High Street, Ivinghoe, Leighton Buzzard, LU7 9EX

## Inspection dates

7–8 February 2013

Overall effectiveness	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement requires improvement because pupils do not make enough progress across the school.
- Teachers do not always ensure work is at exactly the right level for pupils so it is neither too easy nor too hard.
- Lessons do not always move at a quick pace and sometimes teachers spend too long talking.
- Teachers' questioning does not always stretch pupils and pupils do not always know how to improve their work.
- Leadership and management require improvement because the roles of senior leaders and subject leaders are not fully developed in leading improvements in the school. They do not have clear action plans with steps that can be checked.
- Leaders and managers are not fully involved in developing teaching across the school and they do not regularly check on pupils' progress to ensure pupils do not fall behind.

### The school has the following strengths

- Pupils behave well in the school. They are polite and courteous, have good attitudes to learning and feel safe at school.
- Attainment in English and mathematics improved in 2012 to be above that of schools nationally.
- The headteacher has ensured that staff focus on pupils making better progress. Since her appointment, teaching and pupils' achievement have started to improve.
- The new Chair of Governors has made sure that governors are more focused on raising achievement.

## Information about this inspection

- The inspection team observed 22 lessons or part lessons.
- Five observations were carried out jointly with members of the senior team. Inspectors also observed senior leaders giving feedback to staff on the learning and progress of pupils in lessons.
- Meetings were held with the Chair of the Governing Body, the chair of the teaching and learning committee, an associate governor, staff, pupils and a local authority representative.
- The 107 responses to the online Parent View survey and the school's own parental questionnaire were scrutinised. Inspectors also received phone messages and letters as well as speaking to parents informally when they brought their children to school.
- Inspectors analysed 30 returns from the staff questionnaires.
- The inspection team observed the school's work and reviewed records of pupils' progress, governing body minutes, the school self-evaluation and development plans, behaviour records and safeguarding documents.

## Inspection team

Susan Williams, Lead inspector	Additional inspector
Elizabeth Cole	Additional inspector
David Westall	Additional inspector

## Full report

### Information about this school

- Brookmead School is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium, the additional funding provided for looked-after children, pupils known to be eligible for free school meals and pupils who have a parent in the armed forces, is below average.
- The school uses alternative provision at the local authority PRU and the PACE centre to support its pupils.
- The school meets the government's current floor standard, which sets the national minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been changes in leadership, with a new headteacher in September 2011, a new Chair of the Governing Body in September 2012 and three staff appointed to assistant headteacher roles.

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

- Improve teaching so that it is consistently good or better by ensuring that:
  - tasks accurately match pupils' learning needs and are neither too easy nor too hard
  - lessons move at a sufficiently brisk pace so that learning is not restricted by too much teacher talk
  - teachers use probing questions to check pupils' understanding and move learning forward
  - pupils know their next steps in learning.
- Develop the roles of senior leaders and subject leaders so they fulfil a more effective role in leading their areas and raising achievement by:
  - checking on pupils' progress more regularly and intervening when pupils are at risk of falling behind
  - ensuring action plans are more precisely focused and include clarity about steps for improvement and how these will be checked
  - taking a greater role in developing teaching across the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make enough progress in all year groups in the school.
- Children enter Reception with knowledge and skill levels around those expected for their age, with strengths in their personal and social development. At the end of the year, when they move into Key Stage 1, skills are around national levels.
- Attainment at Key Stage 1 in reading, writing and mathematics is broadly average. In the 2012 Year 1 phonics check (on how well pupils understand letters and their sounds), a similar proportion of pupils achieved the required standard as seen nationally.
- Attainment at Key Stage 2, which dipped in 2011, improved in 2012 to be above national levels in English and mathematics. Progress is starting to improve in Key Stage 2, particularly in Year 6.
- Disabled pupils and those with special educational needs are given additional help in lessons. Progress for these pupils is starting to accelerate and these pupils are catching up with others. This is due to the effective help they receive in lessons which helps them understand the work and take a full part in lessons. Pupils who attend alternative provision are supported to access their learning and make good progress.
- The school has held early-morning sessions with access to online learning and additional help from adults for pupils who are known to be eligible for support through the pupil premium. An online reading programme has also been purchased. Although the average point scores for these pupils remain below those of other pupils in school, they are starting to make better progress and catch up, especially in reading and in upper Key Stage 2.
- Pupils enjoy reading and read regularly. They use the strategies they have learnt to help them sound out difficult words. On occasions, the books pupils read are not matched to their learning needs and are too easy.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is too inconsistent and there is not enough teaching that is good. The teaching of reading, writing and mathematics is not consistently effective enough.
- Where teaching requires improvement, teachers do not make sure tasks are at exactly the right level so they are neither too easy nor too hard. The pace of lessons is sometimes too slow as teachers spend a long time talking or delivering parts of the lesson to the class. Questioning is not always precise enough, not well targeted at different levels or sufficiently probing to help pupils in their learning.
- Teachers mark work regularly and pupils have lists in their books that show them all the aspects of work at a particular level. However, teachers do not all ensure pupils are aware of the next steps they need to focus on in their learning to improve their work, either in marking or in feedback during lessons.
- Teaching has started to improve and there is some teaching that is good, particularly in Years 4 to 6. For example, in a Year 6 mathematics lesson on angles, the teacher encouraged pupils to share with each other what they know about angles. Teaching made learning fun by using the interactive whiteboard in a competitive team game to estimate angles. He linked what pupils were learning to what they needed to know for tests and how this knowledge would help them in their lives. Additional support from adults was particularly effective, adapting work for the pupils and ensuring these pupils worked with the class for part of the lesson and then on a different task. The teacher's expert questioning and enthusiasm for the subject ensured pupils thoroughly enjoyed their learning and made good progress.
- The use of additional adults to support learning has improved and is a strength across the school. This helps disabled pupils and those with special educational needs in lessons. Staff are

skilful, knowing when support is needed and when to encourage pupils to work by themselves or with others.

### **The behaviour and safety of pupils are good**

- Behaviour is usually good in lessons and around the school. Pupils are caring and get on well with each other. As a consequence, instances of bullying are rare and are dealt with effectively by the school. The school is effective in ensuring equality of opportunity, promoting good relations and ensuring discrimination is not tolerated. Behaviour is not outstanding, as occasionally, pupils' concentration wavers in lessons where teachers talk for too long or tasks are too easy.
- Pupils feel safe and are safety conscious. They know that staff have their best interests at heart and take good care of them. They feel confident about talking to staff if they have any worries at school. Pupils have a good awareness of internet safety as a result of the school's actions. They are aware of what constitutes bullying and its different types. They understand the procedures for keeping themselves safe around the school site, such as with routines for fire practices.
- Pupils respond well when given responsibilities, such as being on the school council. Year 4 pupils have set up a book exchange for other pupils, which is very popular. The school ensures pupils who attend the alternative provision are safe and well cared for.
- Pupils' attitudes to learning are positive and they are keen to learn. Pupils say they particularly like lessons where they are actively involved with partners or small groups. They like finding out new things, especially through investigations. There are clear routines which support learning in lessons. Pupils work well together on tasks when given the opportunity. In Reception, children share resources amicably.
- Pupils say others behave well. The vast majority of parents said the school makes sure its pupils are well behaved, and all parents said their child feels safe in school.
- Attendance is above average and has improved over the last three years.

### **The leadership and management require improvement**

- Leadership and management require improvement because the roles of senior and middle leaders and managers are not yet having the best impact on improving teaching. They do not regularly check on how well pupils are progressing and intervene to make sure pupils do not fall behind. Action plans do not give clear steps for improvement that can be checked to make sure they make a difference. Subject leaders have started to take a role in developing teaching in their year groups but they do not do this across the school.
- The headteacher is clear about the strengths and areas for development in the school. She has focused the entire community on improving rates of progress for pupils. She has worked with governors and staff to agree the long-term direction for the school and the priorities for improvement. There is a shared determination to make the school better.
- The management of teachers' performance is rigorous. The policy is linked to the 'teacher standards', the national expectations of teacher performance, and teachers have worked with a senior member of staff to identify strengths and areas for development in their performance. Targets for improvement are set which are linked to the quality of teaching, pupils' achievement and the teacher's particular responsibilities. Pay awards are only made for staff who meet their targets and contribute well to the school.
- The curriculum is developing but does not always meet all pupils' learning needs. Provision for pupils' personal development is a strength, as reflected in pupils' positive attitudes, behaviour and relationships. There is also good provision for music, where pupils receive specialist teaching. Pupils benefit from regular educational visits and visitors, and these are increasingly being used as a springboard for pupils' learning across the curriculum. These activities support the promotion of pupils' spiritual, moral, social and cultural development well. In addition, opportunities for pupils to develop their awareness of the world are provided by 'Forest Schools'

outdoor learning activities.

- The local authority has worked effectively with the school on self-evaluation and on developing the quality of teaching.

■ **The governance of the school:**

- The new chair of governors has restructured committees and introduced a 'chairs committee' where the chairs meet to discuss items from their meetings before the full governing body meeting. She has shared her high expectations for governors so all governors are aware of the responsibilities of their role. Governors receive regular updates from the headteacher on the quality of teaching in the school and pupils' progress. Governors understand data and how the school compares with others. They have discussed how pupil premium funding should be spent and checked to see this has made a difference. Governors receive external support to help them set targets for the headteacher and receive updates on the performance management of other staff. A governor pay committee signs off pay awards for staff if they meet their targets and perform well. An associate governor has worked with governors to develop their skills. Governors receive training as a whole governing body and for specific roles. One governor records the training governors have received and ensures governors attend regular training. The governance committee takes responsibility for ensuring statutory duties are met. This has included carrying out a recent safeguarding audit and checking that its recommendations were acted on. This has ensured that safeguarding meets statutory requirements.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110518
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	403122

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Young
<b>Headteacher</b>	Katherine Douglas
<b>Date of previous school inspection</b>	2 November 2007
<b>Telephone number</b>	01296 668543
<b>Fax number</b>	01296 661004
<b>Email address</b>	head@brookmead.bucks.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 123 4234, 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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2013

