

Brookfield Primary School

Burlington Avenue, Langwith Junction, Mansfield, NG20 9AD

Inspection dates 28 February–1 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Attainment is rising and pupils make good progress in English and mathematics. They enjoy their learning and are keen to do their best.
- Children make good progress in Reception, where they develop good learning and social skills.
- Teaching is good. Relationships are warm and supportive, and tasks are generally well matched to pupils' abilities. The way additional adults help and guide pupils in the classroom is a particular strength.
- Pupils' behaviour is good and sometimes exemplary. They are polite and welcoming and enjoy taking responsible roles. Pupils say that the school keeps them safe and that adults know and care for them very well. Attendance has risen and is now above average.
- The care and support provided are outstanding, especially for pupils who face challenging circumstances.
- The inspirational headteacher is well supported by her senior team and by governors. She has ensured that all aspects of the school's work have improved since the previous inspection, particularly the quality of teaching.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Teachers sometimes miss opportunities to stretch the most able pupils, or to move pupils on quickly to a more difficult task once they show that they understand what they are learning about.
- Pupils do not always know enough about how to reach their individual learning targets. They do not always get the chance to respond to the advice given in marking, or to take responsibility for their own progress.

Information about this inspection

- Inspectors observed 15 lessons, five of which were seen together with the headteacher. They also made a number of further short visits to lessons.
- Meetings were held with pupils, governors, a representative from the local authority and staff, including subject leaders. Inspectors also spoke to groups of parents and carers.
- The inspectors observed the school’s work and looked at policies, self-evaluation and development planning, monitoring records, information about pupils’ progress, safeguarding documents, and samples of pupils’ work.
- No parents and carers responded to the online questionnaire (Parent View) but the school’s own recent survey of parent views was taken into account along with 14 responses to the staff questionnaire. Two parents had phone conversations with the lead inspector.

Inspection team

Mary Davis, Lead inspector

Additional Inspector

Concetta Caruana

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average, while the proportion supported at school action plus or with a statement of special educational needs is above average.
- Very few pupils are from minority ethnic heritages. Two pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding for pupils in local authority care, those known to be eligible for free school meals and pupils who have a parent in the armed forces.
- The school provides a breakfast club and an after-school club.
- The school shares a site with the Stubbin Wood Special School and its mainstream Nursery. There is also a privately run child-care provision on the same site. None of these facilities were included in the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Move more good teaching to outstanding by:
 - always planning work in lessons at the right level of difficulty, particularly to challenge the most able pupils
 - sustaining a brisk pace of learning throughout all lessons, and quickly giving pupils a new challenge once they show understanding
 - ensuring that pupils understand how to reach a higher level in their work
 - providing clear written feedback on pupils' work and giving them the opportunity to respond to the advice given, so that they can take responsibility for their own progress and reach or exceed their targets.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills, knowledge and understanding that are typically well below the levels expected for their age, particularly their communication and personal, social and emotional skills. They make good progress, playing and cooperating well together. They begin to develop confidence in speaking and listening as a result of well-focused teaching.
- Observations during the inspection and the school's rigorous tracking of progress show that achievement in Key Stage 1 is steadily improving as a result of the care and nurture provided for pupils, many of whom face challenging circumstances.
- The school is focusing on raising standards from an early age by giving pupils more opportunities to develop their speaking and listening skills, for example through regular visits from a storyteller. This is beginning to show an impact on pupils' confidence in talking about their learning before they write. For example, in a Reception lesson the teacher skilfully encouraged children to speak in complete sentences to describe their seaside activity before writing a caption for their photograph.
- Attainment at the end of Year 6 has improved since the last inspection. In 2012 it was broadly average in both English and mathematics, reflecting good progress from pupils' low starting points. Recent assessments indicate that the current Year 6 are making good progress and attainment is on track to rise still further by the end of the year, as many pupils have already achieved their challenging targets.
- Pupils learn best when given fun and active tasks, enabling them to develop their social skills. For example, in a well-taught mathematics lesson, pupils enjoyed working out how to reduce and raise prices in their shop. Working as a team, they took turns in doing the calculations and marking up the items for sale.
- Pupils in all years show pleasure and enjoyment in reading. In the Early Years Foundation Stage, children quickly learn to sound out words. Support to develop reading continues throughout the school. The results of the recent Year 1 screening test for reading were broadly average. The strong focus on language and vocabulary provides good support and teachers have high expectations for what pupils are able to understand.
- Disabled pupils and those who have special educational needs make good progress as a result of the highly personalised specialist support they receive in lessons, from the large team of teaching assistants, and in small withdrawal groups. Those who have emotional and behavioural difficulties are particularly well supported so they can achieve well and take part in all activities. These groups of pupils had made better progress than similar pupils nationally in 2012.
- The 2012 national test results showed that the attainment of pupils known to be eligible for free school meals was higher than for this group nationally in English, and at broadly the same level in mathematics. The well-spent pupil premium funding has enabled this group and the small number of other eligible pupils to benefit from extra support, including through the breakfast club and extensive one-to-one tuition, so they are all achieving as well as other groups.

The quality of teaching is good

- Most of the teaching observed during the inspection was good and leaders' regular checks show

that all teaching is typically good or outstanding.

- In the best lessons, pupils are provided with active tasks that are relevant to their understanding and are well matched to their individual ability. For example, in Year 6 pupils enjoyed the challenge of writing persuasive letters on a variety of topics, developing independent learning skills by choosing from a range of well-planned resources when they required support. They were keen to develop their own vocabulary and to research unfamiliar words using dictionaries.
- Most teachers are quick to identify when pupils understand, and to move them on with their learning. In a Year 2 numeracy lesson two pupils were proud to have moved up a group because they had done so well the day before. Opportunities are occasionally missed, however, to fully challenge the most able pupils, particularly in the introduction to a task where these pupils are sometimes expected to practise skills they have already clearly mastered. The pace of learning slows when teachers do not move them on sufficiently quickly to more demanding work.
- The marking of pupils' work is clear and regular. It does not always promote pupils' independence sufficiently, by providing opportunities to respond to advice such as redrafting writing, practising skills or setting them a new challenge. Although most pupils know their targets, they do not have a sufficiently detailed understanding of what is required for a high-level answer to take full responsibility for their own progress.
- The large team of teaching assistants in every classroom provides considerable support and nurture for disabled pupils, those with special educational needs and those facing challenging circumstances.

The behaviour and safety of pupils is good

- The school has a warm and caring atmosphere in which pupils can thrive. Pupils have a clear understanding of how they are expected to behave, and told inspectors how much they value the consistent behaviour management and care that enables them to feel safe. One told inspectors that the school was 'like a second family', and another that he felt 'part of something special'.
 - The care and guidance provided for pupils known to be facing challenging circumstances is outstanding. The learning mentor, the counsellor, the nurture group leader and all staff are fully focused on ensuring the security and stability that will promote pupils' well-being, raise their self-esteem and enable them to develop confidence. Families are very also well supported, and as a result of a constant drive for improvement, attendance rates have risen from inadequate to above average since the previous inspection.
 - Pupils' behaviour in lessons is good and sometimes outstanding. Warm relationships are evident in every classroom and frequent praise and support enables them to grow in confidence. They are quick to respond to teachers' instructions and show enthusiasm for their learning. Behaviour around school is orderly and pupils show a good understanding of safe practice. They are polite and well-mannered when talking to adults and support each other well, both in lessons and around the school.
 - Pupils say that bullying is rare and they feel well supported by adults. They have a good understanding of different forms of bullying and also a mature understanding that some pupils do not behave well because they have behavioural difficulties. They told inspectors that they understood how to defuse an argument by walking away.
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- Pupils enjoy taking responsible roles through, for example, the Young Governors, who take an active role in identifying areas for school improvement. They all show an enthusiasm for striving for weekly awards and for the prestigious title of 'super student' for which they must attend regularly, behave well, work hard and be polite and courteous.

The leadership and management are good

- The headteacher is passionate about improving the life chances of the pupils. She has been very effective in raising the quality of teaching and ensuring that every child receives the care and support that they need in order to achieve well and be fully prepared for later life.
- Thorough checking of the school's strengths and weaknesses by leaders at all levels has led to the areas for improvement identified in the previous inspection report being systematically and rigorously tackled. As a result, achievement is rising, the quality of teaching is now good and attendance rates have dramatically improved.
- The quality of teaching is checked regularly and thoroughly, and appropriate support and training provided as required. The system for managing staff performance is based on clear targets that lead to appropriate pay rises. Teachers are closely held to account for the progress made by their pupils. Teaching is good across all year groups.
- The recently established leadership team works as a close unit, and those new to their role are very well supported by the headteacher and the local authority. This is building the capacity of subject leaders to fulfil their role in improving standards in the areas they are responsible for. Newly qualified teachers are also being closely supported to quickly improve their skills.
- The rigorous tracking of pupils' progress enables underachievement to be quickly identified and addressed through a comprehensive range of support strategies, and leaders ensure that all groups of pupils are fully included. Pupil premium spending is monitored closely to ensure that the things it is spent on, such as one-to-one tuition, lead to improved outcomes for eligible pupils.
- The school has recognised that pupils learn best when they feel well known and secure, and make slower progress when they change teacher. For this reason teachers stay with their class where possible for more than one year, enabling stability for the youngest pupils. This has led to accelerated progress once pupils feel settled and secure.
- The subjects pupils study are based on topics identified by the pupils as areas they want to explore and learn more about. A very wide range of additional activities provide experiences to inspire and stimulate pupils, including sport and music taught by experts, the storyteller, and enterprise activities such as buying and selling fruit and vegetables. Pupils value the range of games and apparatus on the playground and enjoy learning in the yurt.
- The school promotes pupils' spiritual, moral, social and cultural awareness well. Pupils have frequent opportunities to reflect on issues that affect them, and topics such as 'Round the World in Eighty Days' provide opportunities to explore different languages and cultures such as Aboriginal poetry and African music and folk stories.
- Leaders, including governors, work hard to engage parents and carers in their child's education, and particularly to encourage them to read and write with their children. Parents and carers

speak warmly of the support provided by the school, one commenting, 'They are teaching me too.' Grandparents are also regularly included and families warmly invited into school. One parent referred to the breakfast club as a 'life-saver'. This popular facility is very well supported by adults and children.

- The local authority has provided good support for the school's leaders in checking the quality of teaching, and support for subject leaders and senior leaders. It has arranged training and the sharing of good practice with other schools in the cluster.

■ **The governance of the school:**

- Governors support the headteacher well in her focus on raising achievement through improving the quality of teaching, and regularly take part in lesson observations. They understand their responsibilities regarding the performance management of teachers and linking this to pay rises. They know the school and the issues that its pupils face well, and work hard to build community support. They provide effective support and challenge for the school's leaders, based on a clear understanding of performance data that enables them to compare pupils' performance against that achieved in similar schools nationally. Governors check that pupil premium funding is used to ensure that additional support, such as the provision of additional teaching assistants, leads to improved outcomes for eligible pupils. They ensure that safeguarding meets current requirements and all staff are suitably trained. Governors themselves have appropriate training and are keen to improve their effectiveness further. They have been particularly effective in ensuring that funding has been available to provide the additional support and resources that have resulted in the improvements since the previous inspection.
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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

Unique reference number	112619
Local authority	Derbyshire
Inspection number	405410

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	160
Appropriate authority	The governing body
Chair	Andy Brickles
Headteacher	Lynne Greenhough
Date of previous school inspection	1 February 2011
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