

Brocklesby Park Primary School

Great Limber, Grimsby, DN37 8JS

Inspection dates

18–19 June 2013

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

Summary of key findings for parents and pupils

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

- Teaching is not consistently good across the school and pupils do not make as much progress as they should.
- Pupils' achievement has declined since the last inspection. Too few pupils are reaching the higher levels of attainment in both English and mathematics.
- Teachers do not give pupils enough opportunity to contribute their own ideas in lessons and work independently.
- Marking is inconsistent. It does not always tell pupils what they need to do to improve their work.
- Pupils are too passive in their learning because teachers give them too much information and do not involve them enough in contributing their own ideas and finding things out for themselves.
- Information from assessment is not used effectively to plan work that exactly meets the individual needs of pupils.
- Pupils do not complete enough written work. This is partly because teachers spend too long in explanation, but also because they do not have high enough expectations of what pupils are capable of achieving both in terms of content and quantity.
- Senior leaders have not analysed assessment data rigorously enough, particularly that for the younger pupils. As a result, teachers have not received enough guidance on exactly what it is that requires improvement.
- Until this year, governors had not monitored the work of the school effectively enough, with the result that they failed to notice that achievement was declining.

The school has the following strengths

- The leadership of the headteacher is very strong. She has identified the weaknesses in teaching and has worked tirelessly to remedy these. As a result, inadequate teaching has been eradicated and pupils' learning has significantly improved since February 2013.
- Teachers have responded well to the changes made and share the commitment to improvement.
- The school takes good care of its pupils and nurtures them effectively.
- Pupils look after each other. They are warm and polite, kind and friendly.

Information about this inspection

- The inspector observed six lessons, three of which were joint observations with the headteacher. He also observed four phonics sessions (pupils learning about letters and the sounds that they make), as well as looking at the support provided for individuals or small groups in and outside the classroom. He heard pupils from Years 1 and 6 read and discussed their books with them.
- The inspector examined the work in pupils' books while observing lessons, and scrutinised the exercise books from Years 3, 4, 5 and 6 in greater detail.
- The inspector scrutinised and evaluated a wide range of school documentation. This included assessment data, the school's development plan, monitoring records and minutes of governing body meetings, as well as documentation relating to safeguarding and the care of pupils.
- The inspector held meetings with the headteacher and staff as well as members of the governing body, and a representative of the local authority.
- The inspector considered the 25 responses to the questionnaire on the Parent View website, and also considered the views of staff recorded on the six questionnaires returned by them.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Full report

Information about this school

- Brocklesby Park is a much smaller than average-sized school.
- There are two mixed-age classes. At present there is one for Reception and Year 1, and one for Years 3, 4, 5 and 6. There are no Year 2 pupils.
- The school has an above average proportion of disabled pupils and those who have special educational needs supported through school action and school action plus. There are no pupils with a statement of special educational needs
- The proportion of pupils eligible for the pupil premium is low. This is additional government funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent in the armed services.
- The numbers in Year 6 in 2012 were too low to be measured against the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up her position in September 2011.

What does the school need to do to improve further?

- Improve teaching so that it becomes consistently good by:
 - ensuring that marking consistently tells pupils what they need to do to improve their work and giving them time to respond to this
 - making sure that pupils have plenty of time in which to complete their written tasks, particularly in English, and having high expectations of what they can achieve in the time allowed
 - giving pupils more opportunities to think for themselves, contribute their own ideas and become actively involved in their learning during lessons.
- Raise achievement by:
 - providing more opportunities for pupils to use their mathematical skills in practical situations by solving problems and carrying out investigations
 - encouraging pupils to use the skills they are learning in phonics to help them develop their writing and reading skills
 - using assessment more carefully to plan tasks that more closely match the needs of all individuals and groups of pupils.
- Improve leadership and management by ensuring that senior leaders take full responsibility for analysing data relating to their subjects, identifying areas for improvement and monitoring progress towards these.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement in Key Stage 2 has declined in the last three years. Attainment in 2012 was below average because not enough pupils reached the nationally expected standard in English and mathematics. Pupils have not made as much progress as they should because teaching is not consistently good.
- School documentation indicates that the decline is not expected to continue this year. The robust actions taken by the headteacher are successfully improving the quality of teaching. Pupils' books show that they have made demonstrably better progress, since the appointment of two new teachers, in both English and mathematics, than they did in the time running up to last Christmas.
- The progress made by all groups of pupils, although steadily improving, still shows some level of inconsistency. This is because teachers do not always use accurate information from assessment to plan tasks that closely match the needs of all individuals and groups of pupils. Work is sometimes too easy for the more able and too hard for less-able pupils.
- The pupils in Year 1 attained below-average scores in the phonics screening check at the end of last summer. They have caught up through a rigorous focus on improving their phonics skills. Younger pupils show a good understanding of phonics and use these skills competently to help them with their reading and writing.
- Many older pupils read well and many read at an above-average level. Pupils discussed the texts they were reading maturely. They could demonstrate their ability to skim and scan texts as well as make predictions and give reasons for their preferences.
- A few older pupils struggle with their reading. This is because they have not been taught phonics effectively in the past. Although this is improving, pupils are not always encouraged enough to use their newly developed phonics skills to help them with their reading and writing.
- Some pupils have good opportunities to use their mathematical skills to solve problems and carry out mathematical investigations. However, this does not apply to all pupils. As a result, pupils' attainment in mathematics is not as good as it should be.
- Children start in the Reception class with attainment that is broadly in line with that expected for their age, although it varies from year to year. They benefit from a wide range of activities across all areas of the Early Years Foundation Stage framework and join Year 1 well prepared to work at the National Curriculum levels.
- There are few pupils who are eligible for the pupil premium and some year groups have none. Last year, there were none in Year 6. The school pays great attention to those who are eligible and individuals are well provided for. Additional support is provided through individual and small-group teaching for those who require it. As a result, these pupils are making better progress and any attainment gap is narrowing.

The quality of teaching

requires improvement

- The pace of learning is occasionally too slow. This is because teachers' explanations sometimes

go on for too long. This means that pupils do not have enough opportunities to find things out for themselves. Because of the time taken in lengthy explanations, evidence in books shows that pupils often have too little time to complete their written tasks.

- Teachers do not have high enough expectations of what pupils can achieve. Pupils' books, particularly with their writing, show that at times they complete little work. This has often been of mediocre quality. This has improved significantly in the latter part of the year but the quality and quantity of work produced is not yet consistently good.
- Marking is inconsistent. It has improved during the year, but it still does not always tell pupils clearly enough what they need to do to improve their work. Teachers do not regularly give pupils time to respond to their comments so that they can improve their progress.
- Teaching for disabled pupils and those who have special educational needs is often well focused on their needs. Usually, teachers plan tasks that meet pupils' individual needs that will also fit in with whole-class teaching. Nevertheless, some class teachers do not take sufficient responsibility for the overall progress that these pupils make.
- The school is using the pupil premium funding appropriately to provide one-to-one support and some small-group teaching. This is helping to develop pupils' confidence and effectively close any gaps in their learning, particularly in reading, writing and mathematics.
- During the inspection, where teaching was good or better, the pupils were lively; they responded enthusiastically to clear explanations and thoroughly enjoyed their learning. In an outstanding English lesson, the teacher had Year 1 pupils planning their writing by acting out the story from the book *Charlie's Superhero Underpants*. This imaginative teaching led pupils to become engrossed in constructing interesting sentences. Their results included the use of rich adjectives and correct punctuation at a standard well above that expected for their age.
- Pupils are beginning to learn to judge how well they are doing. They are at an early stage of evaluating their own learning, and teachers are using appropriate strategies to enable them to do this more effectively.
- There is clear evidence to show that teaching has significantly improved in the latter part of this year. School documentation shows that teachers' planning is now much more effective and lessons are better planned to build on previous learning.

The behaviour and safety of pupils

requires improvement

- Pupils' behaviour requires improvement because they do not have sufficient opportunities to find things out for themselves and work independently. This means that they become passive learners because teachers give them too much information and do not involve them enough in contributing their own ideas and finding things out for themselves.
- When pupils have opportunities to work together in class, they are generally sensible and collaborate and cooperate well. When teaching is not as good, they sometimes lose concentration.
- Pupils are generally well behaved in class and around the school. They are happy at school and say they feel safe.

- Pupils say there is little bad behaviour and few conflicts. They try and sort out their own problems, with help from trained peer mediators, although adults always help them out when necessary.
- Pupils, parents and carers and staff expressed positive views about current behaviour. Pupils confirmed that, lately, lessons are hardly ever disrupted by poor behaviour. The new system of rewards and sanctions has been welcomed by pupils and they appreciate how much it is helping them to learn more effectively.
- Pupils have a good understanding of what bullying entails and are adamant that bullying is rare in the school. They understand that it takes different forms, such as name-calling or persistent nastiness. They receive good guidance on how to keep themselves safe when using the internet and have a good understanding of cyber-bullying.
- Attendance has improved and is average. The school has a zero-tolerance approach to term-time holidays and refuses to authorise these unless circumstances are truly exceptional. Punctuality is good.

The leadership and management

requires improvement

- The headteacher is very clear sighted, ambitious and determined in her efforts to bring about improvement. However, leadership and management require improvement because, over time, senior leaders have not been sufficiently robust in their monitoring of the school's work and standards have declined.
- Senior leaders have not analysed data sufficiently and, consequently, do not have a strong enough idea of how well pupils are doing. This is particularly so in assessment of the work of the younger pupils. In mathematics, the leader is fully aware that problem solving and investigative work have not been integrated sufficiently into the curriculum and has made some effort to rectify this.
- In English, a guided reading scheme was introduced at the beginning of the year but the success of this has not been evaluated. The headteacher quickly identified that older pupils' knowledge of phonics was lacking and took action to remedy this. However, effective monitoring in English has been carried out by the headteacher rather than a subject leader.
- The success that the school has had since last February in improving the quality of teaching and thus improving pupils' achievement shows that all staff are committed to promoting equal opportunities and ensuring there is no discrimination. It also shows the school's capacity for further improvement.
- The headteacher has gained the support of her staff in her quest for improvement, as is shown by the questionnaires that were returned. Many staff appreciate her uncompromising approach to improvement as shown in comments such as: 'The headteacher has given me good advice, support and opportunities to excel' and 'I feel proud to be part of a strong and committed team.'
- Senior leaders asked the local authority for a review when the headteacher took up her position as she quickly identified the weaknesses in teaching and learning. It has helped her to draw up an action plan with a Local Leader in Education with whom she is working closely. This is already

resulting in significant improvements being made.

- In the past, there has been too little consideration of the progress of pupils and the quality of teaching when teachers' movement along the salary scales was considered. The headteacher has made it clear that the teachers' performance will now be measured against these requirements.
- The curriculum supports pupils' spiritual, moral, social and cultural development effectively. Pupils are given appropriate opportunities to reflect on their learning, appreciate and celebrate each other's accomplishments and gain an understanding of different faiths and cultures.
- The school ensures that all statutory requirements for safeguarding pupils are met and arrangements for children's welfare and their protection are robust.
- **The governance of the school:**
 - The governing body is very supportive of the school. However, it has not, until this year, monitored how well the school has been doing in comparison with other schools, both locally and nationally. As a result, it failed to notice the decline that has been taking place over the last three years because it relied too heavily on what it was being told rather than finding out for itself. However, this situation has been addressed. Governors have received appropriate training to enable them to effectively analyse data about the school's performance and understand the key areas that need improvement. They are now more confident to both challenge and support the school. They check on the quality of teaching and hold the school to account. They monitor the finances of the school effectively and ensure that the money from the pupil premium is used effectively to support pupils whose circumstances may make them vulnerable. The governing body now has a clear understanding of the new arrangements for managing the performance of teachers and the link to pay progression.

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	120442
Local authority	Lincolnshire
Inspection number	411820

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	19
Appropriate authority	The governing body
Chair	Marie Brumby
Headteacher	Jo Spriggs
Date of previous school inspection	1 February 2010
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