

Brookfield Primary School

The Hollow, Mickleover, Derby, DE3 0BW

Inspection dates 16–17 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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 make good progress in reading, writing and mathematics throughout the school. Their achievements are good overall.
- Recent achievement in mathematics by Year 6 has been outstanding.
- The new headteacher provides outstanding leadership and has accurately evaluated the school's strengths and weaknesses. As a result the school is well placed to make the next steps to outstanding.
- The school has made the necessary changes since the last inspection to raise standards by the end of Year 2.
- Children make outstanding progress in the Reception class because of a stimulating learning environment and imaginative teaching.
- Teaching is good overall, with much that is outstanding.
- The school promotes the pupils' spiritual, moral, social and cultural development outstandingly well.
- Recent initiatives to improve links with parents and the community have been very successful. Parents are well informed of their children's progress and their confidence in the school has improved.
- The school has greatly improved the way it support the pupils who need extra help in their learning.
- Pupils' behaviour in lessons is good, and often outstanding. They are keen to come to school, as reflected in the consistently high attendance figures, and feel safe.

It is not yet an outstanding school because

- The most able pupils do not always have sufficiently challenging work to reach the highest National Curriculum levels they are capable of in English, especially in writing.
- The governors and some subject leaders are not yet fully involved in the process of evaluating the school's strengths and weaknesses to assess the impact on pupils' achievements.

Information about this inspection

- The inspectors observed 15 lessons, eight of which were seen together with the headteacher. In addition they observed some teaching assistants teach smaller groups.
- Inspectors talked to pupils in lessons, looked at their books, listened to them read and talked separately to a group of eight pupils from Key Stage 2.
- The inspectors had meetings with the headteacher and senior leadership team, subject leaders, five governors and a local authority representative.
- The inspectors looked at the school at work and reviewed a range of documentation, including school development plans, school and external information on pupils' progress, the work in pupils' books and the school's evaluation of its own performance.
- The inspection took account of information on staff performance and records relating to behaviour and attendance, safeguarding and child protection.
The inspectors took account of 12 staff questionnaires and responses from parental surveys. They also looked at 26 responses on the online questionnaire (Parent View).

Inspection team

Alan Giles, Lead inspector

Additional Inspector

Colin Lower

Additional Inspector

Full report

Information about this school

- Brookfield is slightly smaller than the average primary school.
- The present headteacher started at the school in January 2013, after a period of staff turbulence, including the lack of a permanent headteacher for a period of time.
- The Early Years Foundation Stage includes children in the nursery and reception classes. Other pupils are taught in one class per year group from Year 1 to Year 6.
- The majority of pupils are from White British backgrounds. The proportion from minority ethnic groups and who speak English as an additional language is around average.
- The proportions of disabled pupils and those who have special educational needs supported through school action, and through school action plus or a statement of special educational needs, are below average.
- The proportion of pupils supported by the pupil premium is below average. This funding is to support certain groups such as pupils in local authority care and those known to be eligible for free school meals.
- 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?

- Make teaching outstanding and so raise achievement, particularly for the most able pupils in English, by:
 - adapting tasks in some lessons to improve the pace and challenge for the most able pupils, so they more consistently reach the levels they are capable of
 - giving pupils opportunities and encouragement to write more extensively in lessons and sharpen their presentation skills
 - improving the marking of books so it always shows pupils clearly how well they have done and the next stages in their learning.
- Increase the capacity and impact of the leadership team by:
 - giving subject leaders the training they need to take a full part in monitoring and improving teaching and learning in the areas they are responsible for
 - further involving the governing body in supporting the headteacher in evaluating school practices.

Inspection judgements

The achievement of pupils is good

- Most children enter Reception with skills and understanding in line with those expected for their age, and over time have made good progress in all areas of learning. Recent improvements to teaching and the curriculum have had a significant impact, and present Reception children are making outstanding progress.
- The results of the 2013 check on phonics (the sounds that letters make) indicate a large increase in the proportion of Year 1 pupils who have achieved or surpassed the expected national levels compared to the 2012 results, which were below these expectations. The present reading achievement of pupils in Year 1 is good.
- Attainment at the end of Year 2 in 2012 was above average in reading and writing, and in mathematics it was well above average. Provisional results for 2013 indicate the school has maintained these high levels. The high proportion of pupils achieving and exceeding nationally expected levels of attainment represents good progress.
- Attainment at the end of Year 6 in 2012 was above average in English overall and well above in reading and mathematics. These pupils have made at least good progress, some outstanding, from their starting points in the school.
- Provisional 2013 results for Year 6 maintained these good standards. They continue to be above average in English and well above in mathematics, showing good overall achievement. Achievement in mathematics is outstanding and higher than English because a larger proportion of pupils exceed expected progress.
- Evidence from lessons, pupils' books and school tracking data show similar trends for the current Year 6 pupils. The school is aware that for achievement to be outstanding it needs to further increase the proportion of pupils who reach the higher National Curriculum levels in writing.
- The daily teaching of phonics and guided reading has successfully raised standards in reading throughout the school. Pupils do not yet have enough opportunities to improve their writing skills, including presentation skills, to match their achievement in reading.
- Disabled pupils and those who have special educational needs are achieving well and make the same levels of progress as their classmates. Small group work is very successful in improving their skills, and this practice also enables pupils who speak English as an additional language and those known to be eligible for the pupil premium to make similar good progress. As a result there are no significant gaps in attainment in English and mathematics by the time pupils leave school.

The quality of teaching is good

- Recent initiatives have improved the way teachers track the progress of their pupils. They now have a good understanding of the progress pupils are making and plan tasks to meet their needs.
- To improve teaching further and make it outstanding, there is a need for more consistency in the way teachers adapt tasks in lessons to increase the levels of challenge for the most able

pupils, especially in English.

- Pupils are well informed in every lesson of what they need to achieve and how they will accomplish this. This is helped because pupils know their targets very well and refer to them in lessons.
- The level of support teaching assistants give to small groups of pupils and their skilful use of probing questions are outstanding. This has had a marked impact on the progress of pupils of all abilities, especially those who need extra help, since the last inspection.
- Classroom settings are vibrant and celebrate the pupils' ongoing work, and this enables pupils to make connections with all aspects of their learning. This was illustrated well when a pupil used a simile describing a revolving 'Viking shield' in an outstanding Year 4 literacy lesson on imagery in poetry.
- As part of their strategies to explain new learning and to use good questioning techniques, teachers often make references to previous learning and this has a very successful impact on pupils' comprehension and motivation.
- Teaching is outstanding in Reception. Learning experiences are based on children's interests and needs and they display exceptional creativity and resilience as they negotiate the challenges and opportunities presented to them through play, exploration and adult-initiated tasks.
- The school uses homework extensively to extend learning opportunities for pupils. Recent initiatives have improved parental involvement and understanding of homework procedures and pupils talk excitedly about the work they can do beyond school using the newly developed computer 'portal'.
- Pupils talk of their enjoyment of the exciting lessons planned by their teachers, especially the range of topics that cover more than one subject. There is presently an inconsistency of expectation in how teachers use these topics to improve the literacy skills of pupils, especially through extended writing challenges.
- The school recognises that the marking of pupils' books is not capitalising on the good work in lessons by consistently using targets to give pupils important feedback on how well they are doing and what they need to do next.

The behaviour and safety of pupils are good

- The vast majority of parents who respond to the school's questionnaires and those who talked to inspectors believe that their children feel safe at school, are happy and behave well.
- Behaviour in class is consistently at least good and often outstanding. Pupils listen to teachers' instructions and their classmates' opinions exceptionally well.
- Pupils apply themselves to tasks very well. They work enthusiastically and collaboratively in pairs and groups and have good independent learning skills.
- No disruptive behaviour was seen in lessons and school records show this is typical for all classes. When teaching is less than outstanding there are a small number of instances where pupils become less focused, often because the work is not fully challenging or motivating them.

- In conversations with inspectors, pupils clearly showed that they understand the effects of bullying and said there are hardly any incidents at the school. On the isolated occasions when it does happen, they say the school deals with it very well because of the care shown by adults. They have a very clear understanding of the implications of cyber bullying.
- Many varied activities contribute to pupils' outstanding personal development. The school's 'WARM' (Welcoming, Achieving, Respectful, Magical) ethos underpins what is a very caring and cohesive community, regardless of ethnicity, faith, social or cultural backgrounds. Pupils talk avidly about their personal contributions to the school community and how they celebrate all aspects of its wide cultural existence.

The leadership and management are good

- The new headteacher is providing inspirational leadership which is successfully encouraging and developing a whole-school commitment to evaluating how well it is doing, using practices that check performances at all levels.
- She has quickly developed an accurate overview of teaching strengths from lesson observations and other self-evaluation practices, and has deployed staff very effectively, especially in small-group work, to further accelerate progress in some pupils' learning.
- The detailed school improvement plan has not only sustained recent successes, but also accurately identifies what needs to happen for the school to become outstanding.
- Initiatives to sharpen the tracking of pupils' work have led to the collection of more accurate information about the rates of pupils' progress in each year group, and the school is now in a strong position to enable all pupils to achieve appropriately challenging targets.
- Better information on pupils' progress has also enabled the recognition that a very small number of more-able pupils are not yet challenged enough to achieve the highest National Curriculum levels in English.
- The school recognises that some leaders, including some subject leaders, need further training and experiences to be able to monitor school improvement even more effectively. This will be an important development in the journey towards outstanding leadership and management.
- Pupils enjoy a good range of visitors to the school and visits to places of interest, and talk of the exciting way they are taught different subjects. Topics include planned opportunities where literacy and numeracy skills can be further developed, but these are not always used well enough to further challenge pupils to improve their writing skills.
- Establishing stronger links with parents and the local community has been a recent priority. Survey results indicate improved parental opinions on communications about upcoming events, children's progress and information about their learning. The recent initiative to have learning weeks, when parents come into school and observe their children in the classrooms, has proved very successful.
- The local authority has a clear understanding of the school's needs and has supported the headteacher well in settling in. It also recognises the present weakness in middle leaders' monitoring skills, and has set up joint school initiatives to address this.

■ The governance of the school:

- The governors receive detailed information from the school, including performance data about pupils' attainment and progress linked to national expectations.
- They have good skills to manage the performance of teachers and are aware of the targets set to improve their work.
- They know their school well and acquire important information when taking part in 'learning walks' around the school, visiting lessons and liaising with subject leaders.
- They work closely with a very informed business manager to ensure the smooth financial and administrative running of the school.
- The governing body makes sure that all safeguarding arrangements meet current national requirements.
- Governors oversee the arrangements for the spending of the pupil premium and are aware of the recent improvement and impact this has had on pupils' achievement. They are also aware of the recent development plan created to use the new sports funding grant to improve physical education across the school.
- Although the governing body challenges the work of the headteacher appropriately, it is not presently fully challenging the wider aspects of the school's work. It has not built on the work started to become more involved, and support the headteacher, in evaluating strengths and weaknesses and their impact on pupils' achievement.

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	112774
Local authority	Derby
Inspection number	429522

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Gillian Tatlow
Headteacher	Lisa Bird
Date of previous school inspection	18 June 2009
Telephone number	01332 516459
Fax number	01332 516459
Email address	admin@brookfield.derby.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

