

# Brookfields Primary School

2 Hingeston Street, Hockley, Birmingham, B18 6PU

**Inspection dates** 21–22 November 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| 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 throughout the school. From very low starting points, attainment at the end of Year 6 has risen and is now average.
- Pupils who join the school before Year 3 make at least good and sometimes outstanding progress.
- Achievement over time for all groups of pupils is good. An above-average percentage of pupils make better progress than is nationally expected of them in reading, writing and mathematics.
- Teaching is good overall and in some year groups it is outstanding, so pupils make good or better progress as they move through the school.
- Teachers have high expectations for pupils' behaviour and progress.
- Pupils behave well in lessons and around the school. They enjoy school and feel safe there.
- When they are given the responsibility to do things for themselves or to work in groups with others, pupils show outstanding attitudes towards their school work.
- Attendance has improved greatly over recent years and is now above average.
- Strong and highly-focused leadership has played a key role in the school's continuous improvement.
- School leaders frequently carry out detailed checks on the quality of teaching and learning. High expectations and quality advice have ensured further improvements in teaching.
- Governors are well informed about the school's performance. They set effective levels of challenge to school leaders to promote ongoing improvement.

### It is not yet an outstanding school because

- Some less-able pupils and a few of middle ability occasionally find the work difficult and do not always get enough help from teachers.
- Marking does not always show pupils how to improve their work, and pupils do not fully understand how to produce better work.
- Procedures for assessing the attainment and tracking the progress of pupils who join the school in Key Stage 2 are not refined enough to ensure they make as consistently good progress as their classmates.

## Information about this inspection

- Inspectors observed 16 lessons. Nine lessons were observed jointly with the headteacher, the deputy headteacher or the Early Years Foundation Stage leader.
- The inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, the senior leadership team, some subject leaders, and pupils. An inspector had a telephone conversation with a representative of the local authority.
- The inspectors looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed.
- Questionnaire responses from 30 members of staff were analysed.
- There were insufficient responses to the online questionnaire (Parent View) for them to be published. The inspectors took into account the results of the school's own recent survey of parents' views.

## Inspection team

|                                |                      |
|--------------------------------|----------------------|
| David Speakman, Lead inspector | Additional Inspector |
| Stephen Cox                    | Additional Inspector |
| Allison Dawes                  | Additional Inspector |

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most pupils come from a wide range of ethnic backgrounds. The largest group, at around 30%, is Black African.
- About half the pupils speak English as an additional language, and a significant number are at an early stage of learning English.
- The large majority of pupils are supported by the pupil premium. In this school, the additional funding is for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is broadly average.
- A much greater than average proportion of pupils join or leave the school during the school year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of the local authority's expansion programme to create more primary school places in the city. Currently, year groups from the Reception Year through to Year 3 are two-form entry and other year groups, one-form entry. The school will be fully two-form entry by 2016.

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

- Make more teaching outstanding and further improve pupils' progress by ensuring that teachers:
  - always step in quickly to provide suitable support for pupils experiencing difficulties with their work
  - share best practice in marking so that the advice given to pupils on how to improve their work is consistently clear and helpful.
- Make sharp use of assessment information on pupils who join the school at different times in Key Stage 2 to ensure that these pupils consistently make as good progress as their classmates.

## Inspection judgements

### The achievement of pupils is good

- Children make good progress in both the Nursery and Reception Years. Children's achievement has improved over the last three years. They make notably good progress in their personal, social and emotional development and in their physical development.
- Pupils achieve well at Key Stage 1. Inspection evidence shows pupils make good progress but due to low attainment on entry to Year 1, standards are below average at the end of Year 2. The gap between the attainment of pupils in the school and that of pupils nationally is steadily closing and, in mathematics, attainment was broadly average in 2013.
- At Key Stage 2, overall achievement is good. It has been consistently good across the range of subject assessments over time. Progress seen in pupils' books in writing is good. Pupils have secure knowledge of numeracy and mental mathematics, and make good progress in developing strategies to solve problems.
- Pupils who join the school before or during Key Stage 1 and attend for the whole of Key Stage 2, do better than those who join after Year 3. Pupils on roll throughout the key stage in 2013 reached standards that matched national averages in reading, writing and mathematics. This represents excellent progress for these pupils. They were around five terms ahead of pupils who joined at later stages. There is a similar profile of attainment in the current Years 5 and 6.
- Results of the phonics (letters and the sounds they make) screening test in Year 1 are higher than national and provide a strong base from which pupils learn to read. Pupils read well. More-able pupils read with fluency, expression and accuracy. Others have good strategies to work out unfamiliar words. Older pupils are confident readers. They talk about the characters in their books with understanding.
- More-able pupils are making good and often excellent progress and reaching the levels of which they are capable. Lower attainers and some of the average-attaining pupils occasionally find the level of challenge in lessons too much. They sometimes struggle to cope with the more difficult tasks and, on these occasions, their progress is not as good as that of more-able pupils.
- Disabled pupils and those who have special educational needs make good progress through effective and targeted support from teaching assistants and teachers.
- Pupils who speak English as an additional language progress well. As most of these pupils join the school during Key Stage 2, the school has limited time to have an impact on their learning. Although good, their progress is not as rapid as those who have attended for longer.
- In 2012, Year 6 pupils for whom the school received the pupil premium funding made similar progress to others in mathematics and better in English. Attainment for those pupils closed in on that of others and was just over a term behind. In 2013, the number of pupils for whom the school received the pupil premium funding was much greater. These pupils made much better progress than others and their standards were two years or more ahead in reading, writing and mathematics.

### The quality of teaching is good

- Teachers have a positive impact on good and sometimes outstanding behaviour. They have

good relationships with pupils and make their high expectations of pupils' behaviour clear through their own example. Consequently, pupils are courteous, strive to improve their work and show respect for others. When teachers encourage them to work in groups and to support each others' learning, pupils respond with great enthusiasm and their behaviour is outstanding.

- Teaching in the Nursery and Reception classes is good, both when teachers lead groups of children in learning and when they organise child-initiated activities. Some outstanding teaching was seen where there was a strong focus on language acquisition as well as mathematical development. Well-planned and interesting activities are provided for children of all abilities, both inside and out of doors. During child-initiated learning, adults set out a wide range of activities to develop children's skills and they encourage their independence.
- Disabled pupils and those who have special educational needs are well supported and tasks are matched accurately to their needs. One-to-one and small group teaching is having a positive impact and helping pupils make good progress. Teaching assistants are deployed effectively to support individuals and groups. They engage in discussion with pupils, giving them confidence to persevere.
- Pupils make the best progress when teachers encourage them to take responsibility for their own learning. This was clear in lessons where teaching was outstanding. Pupils worked exceptionally well in partnership with others and all, regardless of ability, made outstanding progress.
- High expectations and challenge are common features in all teaching. Teaching methods used throughout the school focus on setting tasks that progress through different levels of difficulty, while ensuring there is good challenge for even the most-able pupils. Tasks are planned well to build on pupils' previous learning. Where teaching is at its best, teachers quickly recognise when some pupils are struggling and step in to help. This is not always the case and, in these circumstances, some pupils experiencing difficulty do not receive appropriate support.
- Sometimes, work is marked exceptionally well and this helps pupils understand how they can improve. Not all marking identifies the next steps for learning. Pupils say they are not always sure of what they need to do to improve.

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

- Pupils' attitudes to learning are good. Those of older pupils are outstanding when they are trusted to work independently, given opportunities to take responsibility for managing their own work and set their own pace of learning. They are exceptionally keen to do well and persevere, even when they experience difficulty. They work at a good pace and with high levels of concentration. They collaborate well, listen to others' views and support each others' learning well. Behaviour seen in lessons was consistently good or better.
- Pupils behave well at other times. In assemblies, pupils gather in an orderly manner. They are attentive and listen respectfully to adults. They very much appreciate their own achievements as well as those of others, applauding spontaneously in awards assemblies. Pupils are well behaved at break times. Most parents responding to the school's parents' questionnaire believe that pupils behave well. All staff agree that behaviour in school is good. Pupils are kept safe.
- The number of fixed-term exclusions was high for one year but has reduced significantly and has been very low in the last two years. Exclusions involved pupils who had specific difficulties and

moved into school due to problems managing their behaviour in their previous schools. Robust implementation of behaviour management procedures was highly effective in helping these pupils integrate successfully.

- Pupils have no concerns with regard to bullying or racism because they have confidence in the way the school deals with any such incidents. Staff are confident that any cases of bullying are dealt with effectively. Pupils are aware of the different forms bullying can take and know how to stay safe, for example whilst using the internet.
- The school's rigorous actions have improved attendance significantly. Attendance is now above the national average and pupils arrive to school in good time.

### **The leadership and management** are good

- Senior leaders, staff and governors share a strong ambition for this school and the well-being of its pupils. Strong leadership by the headteacher, supported effectively by a skilled senior leadership team, has resulted in a good school which has developed a number of outstanding aspects to its work.
- Rigorous arrangements for checking teaching have resulted in continuous improvements. Progress is evident on the development points raised from the senior leaders' previous monitoring of teaching. There is an increasing amount of outstanding teaching.
- Procedures to manage the performance of staff extend beyond the teaching staff and include all adults working in the school. This ensures that all aspects of the school's work function at a good or better level.
- Leadership at all levels is developed well. Members of the senior leadership team contribute significantly to school improvement. The school plans well to ensure that there are appropriately skilled personnel to take on responsibility. The subject leaders for English and mathematics, for example, shadowed the previous post-holders to ensure that they acquired the necessary skills to take on these roles. Other areas, such as provision for special educational needs and the Early Years Foundation Stage, are led well.
- Pupil premium funding is targeted appropriately to support the progress of qualifying pupils and to ensure equality of opportunity. The school has made detailed arrangements for spending the recently allocated primary sports funding. These focus on improving opportunities for pupils to develop their physical skills and fitness, and to make this sustainable through providing professional development to improve teachers' expertise.
- Procedures for assessing the attainment and tracking the progress of pupils who join the school at later stages in Key Stage 2 are not fully developed.
- The curriculum places appropriate emphasis on the development of literacy and mathematical skills, meeting the needs of all pupils well. A good range of additional activities engage and motivate pupils.
- All aspects of pupils' spiritual, moral, social and cultural development are promoted well through the teaching and the curriculum. Pupils benefit from a wide range of cultural experiences. Moral and social development is promoted well through the school's high expectations for pupils' behaviour and in the ways pupils relate to each other. Pupils have good opportunities to develop

a spiritual dimension through reflecting on a range of issues and appreciating their own and others' achievements.

- Through their own assessments, the local authority judges this school as one requiring minimal intervention. The local authority recognises the strength of leadership and uses the skills of senior staff to support other, less effective schools.

■ **The governance of the school:**

- Governors work effectively to help identify issues through regular monitoring and their own understanding of how the school is performing compared to other schools. Their support for the school has helped to create a secure and effective leadership structure to ensure continuous improvement in the school's effectiveness.
- Governors systematically challenge senior leaders and hold them accountable for the school's performance. This has supported improvements in the quality of teaching and pupils' achievements.
- Governors visit the school regularly and gain good first-hand knowledge of the impact of teachers' work. They use their knowledge and understanding of the school to set clear targets for the headteacher's and staff's performance. They ensure that teachers' pay rises are linked to the progress of their pupils.
- Governors make sure that statutory requirements are met, including those for safeguarding.
- They have a good understanding of how different forms of funding, such as the pupil premium, are allocated, and its impact on the achievement of qualifying pupils. They have been involved in planning how the primary sports funding will be spent and are aware of its potential benefits.

## 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> | 103175     |
| <b>Local authority</b>         | Birmingham |
| <b>Inspection number</b>       | 427122     |

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>                     | Community                       |
| <b>Age range of pupils</b>                 | 3–11                            |
| <b>Gender of pupils</b>                    | Mixed                           |
| <b>Number of pupils on the school roll</b> | 318                             |
| <b>Appropriate authority</b>               | The governing body              |
| <b>Chair</b>                               | Denise Cutting                  |
| <b>Headteacher</b>                         | Julie Berrow                    |
| <b>Date of previous school inspection</b>  | 5 October 2010                  |
| <b>Telephone number</b>                    | 0121 6751897                    |
| <b>Fax number</b>                          | 0121 6750143                    |
| <b>Email address</b>                       | enquiry@brookfields.bham.sch.uk |

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