

# Brooklands Primary School

Clumber Street, Long Eaton, Nottingham, NG10 1BX

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		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

- Pupils do not achieve well in mathematics, because they do not have enough chances to solve practical problems or use their mathematical skills in other subjects.
- The progress some pupils make in reading is slowed by weaknesses in their understanding of letters and sounds, and their comprehension skills.
- Teachers do not always plan work that is of the right level of difficulty for all groups of pupils.
- On occasions, teachers do not adjust plans to ensure that pupils have time to complete their work in a timely manner.
- Pupils feel safe and generally behave well but their attention waivers and they lose concentration when lessons lack challenge and stimulation.
- Teaching although improving, is not good enough to secure pupils' good achievement. Teachers have not yet had the opportunity to observe good and outstanding teaching, to raise standards across the school.
- The marking of pupils' work does not provide clear guidance on pupils' next steps in learning and this limits their achievement.
- The monitoring of teaching by leaders is not sufficiently focused on how well individuals and groups of pupils achieve in lessons.
- Governors do not challenge senior staff strongly enough about the achievement of different groups of pupils, including those in receipt of premium funding.

### The school has the following strengths

- Children in the Early Years Foundation Stage are taught well and make good progress.
- Teaching and achievement are improving because of the determined leadership of the headteacher and school leaders.
- The school's effective action has improved attendance to above average.
- Pupils experience a good range of additional sporting and other activities outside lessons.

## Information about this inspection

- Inspectors observed 30 lessons, of which eight were seen jointly with two assistant headteachers. In addition, inspectors listened to pupils read.
- Inspectors took account of the 62 responses to the online parent questionnaire (Parent View).
- Forty-two staff completed questionnaires and the responses were analysed.
- Meetings were held with a group of pupils, the Chair of the Governing Body and school leaders.
- Inspectors looked at many documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

## Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Sue Wood

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals) is above average.
- The school meets the government's current floor standards, which are the minimum expected nationally for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better by making sure that:
  - pupils' understanding in lessons is regularly checked and the pace of learning adjusted so that it is rapid for all pupils
  - pupils of all abilities are provided with tasks that fully challenge them, particularly the more-able, ensuring that behaviour and pupils' attitudes support sustained good learning
  - the marking of pupils' work provides clear guidance on the standard achieved and how this can be improved.
- Accelerate progress, raise achievement and levels of attainment by:
  - increasing pupils' progress in reading by strengthening their knowledge of letters and sounds, practicing reading regularly and developing a wider interest in reading for different purposes and pleasure
    - providing pupils with wider opportunities to use their mathematical skills in subjects and in solving practical problems.
- Increase the impact of leadership and management by:
  - providing teachers with opportunities to observe good and outstanding practice so that they can improve their teaching
  - ensuring that the monitoring of teaching has a greater focus on pupils' progress
  - developing the skills of governors so that they have a better understanding of how well the school is performing compared to others and so can better hold the school to account.

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

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because there is too much variation in how well pupils progress in different years and classes in English and mathematics. Last year's test results show that pupils' attainment was below average in Year 2 and in Year 6 in reading and in writing was below average. Fewer pupils than seen nationally made expected progress in mathematics. Not enough more-able pupils attain the higher levels because they are not given sufficiently challenging tasks to do and are not shown how to improve when their work is marked.
- The school's information about pupils' progress shows that an increasing number of pupils are making better progress than before, but this pattern is not yet well established. Year 6 pupils are mainly working at the level expected for their age. Nearly all pupils are making progress appropriate to their starting points and are on track to make at least expected progress in all areas by the end of the year.
- Pupils are not yet making rapid enough progress in mathematics. This is because they do not have sufficient chances to use mathematics in the different subjects they study or carry out regular practical problem-solving investigations.
- In Year 1, the national check on skills in phonics (the sounds letters make) in 2013 showed that the numbers reaching the expected standard in reading was below the national figure. Nevertheless, reading skills are improving across the school because well-planned guided reading sessions are building pupils' knowledge and understanding. However, sometimes the books pupils choose are too easy and some lower ability pupils lack confidence when reading unfamiliar words. Too few opportunities are provided for pupils to practice their skills regularly.
- The focus on improving writing in all classes is paying off. Pupils, especially boys, are now more interested in what they are writing about and write widely in English and in other subjects. Work in books shows pupils writing creatively and at length about a range of interesting topics. Spellings and grammar still require more work but the school is tackling this.
- Data shows that last year most disabled pupils and those who have special educational needs made slower progress than expected. The school has responded quickly to ensure that the support for these pupils is more effective and as a result, these pupils are currently making the progress expected of them.
- In 2013, the attainment of pupils supported by the pupil premium, in English and mathematics, was above that of their peers nationally but below that of other pupils in the school. In English they were about two and a half terms behind their classmates and two terms behind in mathematics. School evidence indicates that, as a result of the sustained extra help provided for them, they are now making the progress expected. Their attainment is below that of other pupils in school, however, the attainment gap is starting to narrow.
- Most children join the school with skills and abilities that are below those expected for their age. They quickly settle into school life and make good progress in the Early Years Foundation Stage because of effective teaching. The vast majority enter start Year 1 with broadly average skills.

### The quality of teaching

### requires improvement

- Teaching requires improvement because although there is some good teaching, there is not

enough of it to enable pupils to make consistently good progress as they move through the school.

- Progress slows when teachers do not check pupils' understanding in lessons and adapt the activity if some pupils are finding the task too easy. Time is lost when pupils cannot get on with work themselves, particularly the more-able, and make better progress. This is because teachers do not ensure that pupils have sufficient time to complete their work. When this occurs some pupils lose concentration and disengage from learning.
- Although pupils' books are marked regularly, the comments from teachers are not always helpful. Some marking provides good feedback and guidance. However, other marking provides insufficient advice for pupils to improve the quality of their work.
- Teachers encourage pupils to read every day. However, pupils are not given enough chances to read in subjects other than English. There are insufficient opportunities for pupils use their mathematical skills to solve practical problems or practise them in different subjects.
- Where pupils learn well, teachers choose activities so pupils build quickly and securely on what has been learnt. For example, in a Year 1 literacy lesson, children were encouraged to mark the recount of their special event from the previous day. They made good progress in identifying what they did well and how they could improve their writing, sharing their comments with a partner.
- Other adults provide good support for vulnerable pupils because they are well briefed by teachers. Their work with disabled pupils and those with special educational needs is effective because they know pupils' targets and set work suitable for their needs. This means that they keep up with the speed of the lesson and make the progress they should.
- Children in the Early Years Foundation Stage benefit from a good balance between activities led by adults and those that they themselves choose. Coupled with lots of opportunities for speaking and listening, and hands-on learning play areas, this means children make good progress in all areas of their learning. They are able to work and play inside and outside in equally stimulating surroundings.

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

### **requires improvement**

- The behaviour of pupils requires improvement. In lessons, pupils' attitudes and behaviour are too variable and too dependent on how good teaching is. For example, in lessons where pupils are not given enough time to complete their work, or learning is not sufficiently challenging, individuals lose concentration and become disconnected from learning.
- Pupils generally behave well towards staff and one another. Teachers' management of behaviour is good. Pupils, who have particular challenges with behaviour, are supported effectively. As a result their behaviour has improved and learning is not disrupted for others.
- The school's work to keep pupils safe is good. Pupils report that they feel safe and adults deal promptly with any worries they may have. Most pupils have a clear understanding of different types of bullying, including cyber-bullying, and say that while there had been instances of bullying in the past, they are not aware of any current concerns.
- Pupils willingly take on responsibilities. For example, the School Council plays a constructive role in the life of the school. Pupils carry out their roles as Play Leaders enthusiastically and willingly

help organise activities around the school.

- The school has taken effective action to work with parents of children with low attendance to make them aware of the benefits of regular attendance. Consequently attendance has improved significantly and is now above average.

### **The leadership and management requires improvement**

- Leadership and management require improvement because pupils' achievement and the quality of teaching in the school are not yet consistently good. The headteacher and leadership team carry out regular observations of teaching and as a result standards are beginning to improve.
- The headteacher, leadership team and governors have a clear vision of how they want the school to be, having high achievement as a result of good teaching at its heart. They have taken decisive action to improve teaching and are supporting new staff well to develop their skills, demonstrating the school's capacity for further improvement. However, there are not enough opportunities given to staff to observe and share the best teaching practice.
- Teachers' performance is managed carefully; their targets and pay are closely linked to pupils' progress. Leaders at all levels are supported well in developing their roles and in how they use data to improve pupils' progress in each year group. However, leaders' monitoring of teaching sometimes does not sufficiently record the impact of teaching on the progress different groups of pupils make. Effective leadership of the Early Years Foundation Stage ensures that children make good progress across all areas for learning.
- Leaders are driving positive change as seen in the rising standards and pupils' improved writing. The school ensures that there is no discrimination and actively and successfully promotes the key values of inclusion, respect and tolerance. The detailed school development plan outlines the correct areas to improve, and what needs to be done to achieve this.
- The curriculum provides sufficient learning opportunities for pupils. The promotion of pupils' spiritual, moral and cultural development runs through most areas of school life. In assemblies, pupils sing together enthusiastically, worship and are encouraged to reflect on moral issues. However, there are insufficient opportunities for pupils to develop and extend their mathematical skills in other subjects.
- The primary school sport funding is used well to increase the range of after-school clubs and sports activities. Competitive sport is promoted with other schools and additional training for staff is improving the quality of physical education lessons. Extra sport equipment such as hiring a climbing wall and increased visits to the swimming pool are effective in increasing pupils' participation. There are appropriate plans in place to measure the impact of this spending.
- The local authority keeps a close check on the performance of the school and has provided appropriate and measured support. This has been helpful in setting clear priorities for the future, and is having a positive effect on raising pupils' achievement and improving teaching.
- **The governance of the school:**
  - Governors have an appropriate understanding of the strengths and weaknesses of the school. They receive a great deal of information from the school about pupils' progress, but they do not ask sufficiently challenging questions to hold the school to account. Governors have a limited knowledge about the school's performance compared to other schools and how well different groups of pupils achieve. Governors find out about the school through visits to

classes. They carefully monitor the school's finances including how the extra premium funding for eligible pupils is helping them achieve better. Governors make sure that any pay increases are directly linked to pupils' performance. They assess their own training needs to get the best balance of skills to help the school. Governors fulfil their legal duties to make sure safeguarding requirements are met.

## 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>	133982
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431550

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>	447
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marie Crowley
<b>Headteacher</b>	Mr Shaun Thorpe
<b>Date of previous school inspection</b>	29 April 2009
<b>Telephone number</b>	0115 9732846
<b>Fax number</b>	0115 9724204
<b>Email address</b>	enquiries@brooklands.derbyshire.school.uk

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