

Brook Field Primary School

Cartwright Drive, Shaw, Swindon, SN5 5SB

Inspection dates 15–16 January 2014

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress and by the time they leave the school the standards they reach are well above national averages.
- Teaching is good and some is outstanding.
- Teachers mark work carefully so that pupils are confident about how they can do even better next time.
- Great care is taken to make sure that pupils' individual needs are met, whether these are to do with their work or their welfare.
- Pupils love coming to school because they learn interesting things in interesting and imaginative ways.
- Pupils and parents agree that the school is a very safe place in which to learn.
- Teaching assistants are skilled and provide high quality support for pupils of all abilities.
- Pupils' behaviour is exemplary. Pupils are always polite and look after each other and their school exceptionally well.
- The whole school is rich with art work and the classrooms and corridors offer examples of the high expectations the school sets.
- Pupils' spiritual, moral, social and cultural development is promoted very well.
- Leaders, including governors, have high aspirations for the future success of the school and are doing the right things to make sure that the school continues to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that achievement is outstanding.
- Teachers do not always plan questions which probe pupils' understanding in order to help pupils to think at a deeper level.
- When questioning, teachers do not always give pupils enough opportunity to work things out for themselves or with their peers.
- Middle leaders are new to their roles and they are not yet playing a full part in finding out how good the school is and driving improvements in the areas which need to improve.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons and parts of lessons, some of which were observed jointly with the headteacher.
- Discussions were held with the headteacher, deputy headteacher, other leaders in school, members of the governing body, a representative from the local authority, parents, carers and pupils.
- Inspectors took account of 41 responses to the online questionnaire (Parent View) as well as views of parents and carers from discussions in the playground.
- Information about how well school leaders know how good the school is and their plans for school improvement, as well as assessment information, minutes of meeting of the governing body, teachers' planning, pupils' work, safeguarding procedures and examples of the targets teachers are given as part of their performance management were examined.
- Inspectors analysed 26 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector	Additional Inspector
Gareth Simons	Additional Inspector
Gordon Jackson	Additional Inspector

Full report

Information about this school

- Brook Field Primary School is much larger than the average-sized primary school.
- The headteacher and deputy headteacher have both been appointed since the last inspection.
- The proportion of pupils known to be eligible for the pupil premium funding (those eligible for free school meals, those in local authority care and those with a parent or carer in the armed forces) is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is much lower than average.
- The proportion supported at school action plus or with a statement of special educational needs is also much lower than average.
- The school meets the government's floor standards which are the minimum standards set for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - using questions to challenge pupils' thinking more deeply
 - giving pupils time to work things out for themselves, or with other pupils, rather than telling them the answers.
- Develop the skills of middle leaders so that they can play a full part in making judgements about how good the school is, identifying what needs to be done to help it improve further and driving the actions that need to be taken.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well at Brook Field Primary School. The standards they reach by the time they leave the school rose significantly in 2013 and are well above average. Information presented by the school and the standards of current work in books indicate that these high standards are on track to be maintained.
- When pupils start school their skills are broadly in line with those expected for their age. They settle very quickly into school life because of the care that is taken with their welfare. Parents speak highly of the welcoming atmosphere and the supportive way in which adults in school ensure that children are helped to feel secure. Children enjoy their learning which has been enhanced by the changes made to the outdoor area. There are many opportunities to develop their writing skills and children are confident to use their growing knowledge about phonics (the sounds that letters make) to write on their own. This was exemplified by a child who had chosen to write her 'secre' book.
- Throughout their time in school, pupils are encouraged to develop a love of reading and standards are high. Displays around the school recommend books that pupils have enjoyed and pupils talk enthusiastically about their reading experiences.
- Pupils make good progress while they are in Reception and throughout Key Stage 1. This is because information about how well pupils are doing is regularly collected and tracked and any pupils who are starting to fall behind are rapidly given the extra help they need. Standards by the end of Year 2 are slightly above national averages.
- Progress in Key Stage 2 accelerates and this has resulted in rapid improvements to the standards pupils reach. In 2013 almost all the pupils reached the expected levels in reading, writing and mathematics and the percentage of pupils reaching the higher levels was high because the most able pupils make very good progress from their starting points.
- Disabled pupils and those with special educational needs do very well because of the deep knowledge the teachers have about their needs and how to help them achieve their best. Throughout their time in school they make good progress from their starting points. It is not appropriate to compare their attainment with national averages because of the small number of pupils and the wide range of abilities they have.
- The achievement of pupils who are eligible for the additional funding through the pupil premium has lagged behind that of their peers. Effective actions have been taken to close the gap and this has helped them to catch up rapidly, particularly in reading and mathematics. Pupils who left the school in 2013 were about a year ahead compared with similar pupils nationally, but about two terms behind their peers in school.

The quality of teaching

is good

- Pupils enjoy their learning because teachers are very creative in what they ask the pupils to do. Teachers do their best to make the learning interesting by relating tasks to real life events and experiences or through topics that they know will really interest the pupils.
- All teachers use questions effectively to find out how much the pupils know or how well they understand the new learning. Some teachers also continue with their questioning to provide more challenge or to encourage the pupils to think more deeply, but this is not consistent.
- When they question pupils, teachers sometimes miss opportunities to let pupils think things through for themselves, or in discussion with their peers, because they give them the answers too quickly.
- Teachers have very high expectations and the work they set provides just the right amount of challenge for pupils of all abilities, including the most able. When pupils are working on their own, teachers monitor skilfully how they are getting on and they help them individually to improve the quality of their work.

- All pupils have individual targets in both English and mathematics which help them to know what they need to improve in order to reach a higher level of attainment. The pupils know their targets and they often refer to them without being reminded by the teacher. They want to challenge themselves and they show pride in their work when they meet their targets.
- The other way that pupils know how well they are doing is through the thorough way in which teachers mark work. As well as pointing out what pupils have done well, teachers give them their 'next steps' with time to put the advice into practice. Pupils say that this really helps them get better.
- Pupils say that teachers explain new learning really well. They say that teachers are kind, but not soft, and that teachers never have to get cross because pupils all want to do well.
- The presentation of pupils' work is exceptional. The pupils know that teachers will only accept their best work and that includes the effort they make with their handwriting and setting out.
- The support that pupils of all abilities get from teaching assistants contributes very well to their learning. Teaching assistants are very skilled and smoothly take over from the teachers in lessons so that it is often difficult to work out who is the teacher and who is the teaching assistant.
- Adults model good relationships and the pupils reflect these back, which means that everyone gets on very well together. Pupils willingly help each other and they are confident to take risks because they know that no one will make fun if they get it wrong.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding at all times. Pupils move round the school impeccably, without having to be reminded, because they know that this is what is expected at Brook Field. Pupils in Year 1 walked from their classroom, across the playground to the information and communication technology suite in the rain, with levels of maturity which belied their actual age. On the way, one pupil voluntarily stopped to replace a book on a shelf which another child had accidentally knocked off.
- In lessons, pupils always give their best and inappropriate behaviour never interrupts learning. Slight misdemeanours are stopped by a look! Pupils have total respect for their environment and they take great pride in their school.
- Lunch times are calm, but social, occasions. The pupils enjoy talking to each other and the round tables help them to interact easily.
- Leaders have put in place strong systems to promote positive behaviour. Older pupils enjoy helping the younger ones and they actively set out to be outstanding role models. This ethos results in exemplary manners, courtesy and respect across all age groups.
- More serious incidents, which are rare, are addressed quickly and the headteacher works well with pupils and parents, if necessary, to resolve matters. There is no evidence of discriminatory behaviour. Appropriate records are kept, but incidents are so rare that the file is very thin! There have been no exclusions for more than three years.
- Attendance is high because pupils want to be in school.
- The school's work to keep pupils safe and secure is outstanding. Parents and pupils all agree that the school is a very safe place in which to learn. The security system ensures that the pupils are not at risk from anyone inappropriately gaining access to the site.
- Pupils are taught how to keep themselves safe, including when they are on the internet. This area is given high priority at the beginning of every year so that pupils are reminded about what to do. They know how to 'blow the whistle' and they are confident that an adult would be there to help them.
- Pupils say that there is almost no bullying because they take responsibility for looking after one another. They know how to deal with any issues they are faced with, but they have confidence in the staff to sort things out quickly and fairly if necessary.

The leadership and management are good

- The headteacher's message on the school's website begins with the phrase, 'Welcome to Brook Field Primary School. It is a school of which we are all very proud'. This was seen in practice during the inspection, including through the fact that 96% parents who responded on Parent View (the online questionnaire) would recommend the school to other parents.
- The newly appointed headteacher and deputy headteacher have quickly gained the confidence of parents and staff and they have established themselves as well-respected leaders who are ensuring that this is a good, and improving, school.
- The high expectations of leaders are implicit in everything they do. They have a clear understanding of what is going well and what needs to improve, and they are taking the right actions to bring about the changes necessary.
- Other leaders in school are also new to their roles and they are getting the training they need to make sure that they are effective leaders. They understand what the data about achievement are telling them about how well the school is doing in the areas for which they have responsibility. However, they need more time to use this information along with other evidence, for example regarding the quality of teaching, to drive forward improvements.
- The whole school is a vibrant place in which to learn, from the high quality displays of pupils' work to the door paintings. The subjects pupils learn give them an excellent understanding of literature and music. They have a clear sense of right and wrong and they regularly think about deeper feelings and emotions. Pupils in Year 1 were discussing whether it was better to be an adult or a child and why, while pupils in Year 5 were engrossed in arguing whether being rich always made you happy. All these experiences contribute very strongly to pupils' spiritual, moral, social and cultural understanding, which is a strength of the school.
- Senior leaders make sure that information about pupils' achievement is regularly discussed with class teachers and this information is used to provide carefully tailored support for pupils' individual learning needs. There are no significant gaps in the achievement of any groups of pupils, which means that the school is promoting equality of opportunity and ensuring that there is no discrimination very effectively.
- Excellent use has been made of the additional funding received by the school for the improvement of physical education (PE) and sport. An extensive range of after-school clubs has been developed and leaders are ensuring that all pupils are given the opportunity to participate so that more pupils are now taking part. Pupils play in the local leagues for netball and football and individual pupils are able to excel because of links with external clubs and associations. A professional coach plans and teaches alongside teachers to ensure that high quality provision in PE across the school can continue into the future.
- Arrangements for the safeguarding of pupils are fully secure.
- The local authority has a good understanding of the strengths in the school and has provided effective support to ensure that the headteacher was able to make a good start in his new role.
- **The governance of the school:**
 - Governors are fully involved in finding out for themselves how good the school is. They understand what performance data are telling them about how the school compares with schools nationally and they have restructured their committees so that they can hold leaders to account more strongly. They have carried out a skills audit to make sure they are using their individual expertise well and they regularly attend courses to keep themselves up to date. Systems of performance management are strong, including that of the headteacher, and governors check that only the best teachers are rewarded by progression through the pay scales. They know about the quality of teaching and what happens if there are concerns about any teacher's performance. They have tracked the achievement of pupils who are eligible for the pupil premium very carefully and they make sure that this funding, along with the rest of the school's budget, is spent wisely.

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	126283
Local authority	Swindon
Inspection number	431485

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	408
Appropriate authority	The governing body
Chair	Nick Shah
Headteacher	Dan Clarke
Date of previous school inspection	11–12 February 2009
Telephone number	01793 874582
Email address	admin@brookfield.swindon.sch.uk

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