

Brookfield Park Primary School

School Lane, Chapel House, Skelmersdale, Lancashire, WN8 8EH

Inspection dates 18–19 March 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress from their starting points and as a result attainment has risen year on year and is now in line with national averages.
- Children in the Early Years Foundation Stage get off to a good start in their learning.
- Teaching is consistently good, with examples of outstanding teaching. High quality relationships with pupils and the good use made of information about how well pupils are doing are key factors in good teaching.
- Pupils behave well. They say they feel safe and enjoy school.
- Parents are pleased with all the school provides.
- Attendance has risen and is now in line with the national average.
- Subject leaders are good at what they do because they have been well prepared for their roles.
- The highly effective headteacher and other senior leaders work well together for the good of all pupils. Their evaluation of the school is accurate. Leaders have a good grasp of how to further improve teaching and pupils' achievement.
- The governing body has a good understanding of the school's many strengths and any areas for development.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that all pupils make excellent progress.
- In Years 1 to 5, the most-able pupils in mathematics are not always provided with challenging work throughout lessons.
- Marking is not consistently good across the school.
- Not enough attention is given to pupils using correct spellings in some of their work.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, with school council members, with members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments along with school documents were scrutinised.
- Inspectors reviewed 47 responses from parents to the on-line questionnaire (Parent View).
- They reviewed the inspection questionnaires completed and returned by staff.

Inspection team

Geoff Yates, Lead inspector

Additional Inspector

Jennifer Platt

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be supported by the pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- In 2013, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has achieved many external awards, including Healthy School status.
- The school operates on the same site as another school.

What does the school need to do to improve further?

- Improve the quality of teaching further so that more of it is outstanding by:
 - making sure that the work set for the most-able pupils in mathematics is well matched to their needs in all classes
 - ensuring that pupils' spelling is of a good quality or better
 - ensuring that marking is consistently good across the school to help pupils move on in their learning.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has continued to be good since the last inspection. It is a consistent feature across the school.
- Children start school in the Early Years Foundation Stage with skills that are much lower than those typical for their age. Good teaching and interesting learning activities mean children make good progress over their time in the Nursery and Reception classes. For example, outside activities such as going on an imaginary bear hunt help them to develop their language skills. Words such as 'splashing' and 'oozing' are introduced and explained as they make their way on a muddy path. Children enjoy school and move with the minimum of fuss from teacher-led sessions to a wide variety of well-organised free choice activities.
- Good progress continues throughout Key Stages 1 and 2 resulting in standards in reading, writing and mathematics that are in line with national averages by the time pupils leave. Inspection evidence shows that this continues to be the case.
- Pupils are encouraged to read accurately from an early age. The number of pupils reaching the expected standard in the Year 1 phonics (the sounds that letters make) check has improved year on year. Older pupils say they get plenty of chances to read and find reading 'helps them to find new words to improve their writing.'
- Pupils use their reading, writing and mathematical skills well in other subjects. However, basic spelling mistakes are not always picked up and tackled.
- The most-able pupils make good progress in English. They are confident readers and there is quality in their writing. For example, one Year 4 pupil's writing included the sentences, 'Leon shuffled to the edge of his seat and made himself comfortable. The curtain twitched. There was silence...'
- Other than in Year 6, the most-able pupils' progress in mathematics is not always good. For example, pupils who have successfully completed work sit patiently while other pupils who find it difficult receive help. This slows the pace of learning for the most-able pupils.
- The school is using additional funding well in order to promote equality of opportunity. Pupils who receive the pupil premium funding make better progress from their starting points than other pupils. Pupils known to be eligible for free school meals reach higher levels in mathematics than those pupils who are not eligible, but in English, although the gap has narrowed, they are still a term behind non-eligible free school meals pupils.
- Pupils supported at school action, school action plus or with a statement of special educational needs make good progress. This is because the school tracks their progress carefully and makes sure they are supported well in lessons by teaching assistants.

The quality of teaching is good

- The good use made of information from the regular monitoring of teaching and learning has ensured that teaching is good, with some examples of outstanding teaching.
- All teachers are very committed to developing and improving their work so that they can help pupils learn even more. The strong emphasis given to the importance of good quality relationships ensures a good working atmosphere across the school.
- Teaching assistants play a key role in school. The work they do, for example in supporting the learning of pupils with special educational needs across the school, is of a good quality.
- In the Early Years Foundation Stage, staff work well together in making sure children get a good start to their formal education. Children are provided with a rich and varied range of experiences that capture their interests and help them develop social and personal skills well.
- Across the school where learning is very effective, teachers consistently encourage pupils of all abilities to think carefully about what they are doing. For example in Year 6, the teacher

competently shared with the pupils how she sets out to develop her own writing, pausing to reflect about what might improve her first attempt at writing and sharing with the pupils other ideas. As a result, when pupils started to write they adopted similar techniques and writing of exceptional quality was produced.

- Teachers provide activities for pupils which make sure that they are excited to learn and find out new things. For example, Year 2 pupils worked well together in pairs to identify 'exciting' words in a given text.
- Where teaching and learning is at times not as strong, the work set for the most-able pupils in mathematics does not provide sufficient challenge throughout the lessons.
- Work in pupils' books is usually presented neatly and teachers mostly make useful comments when they mark books to help pupils move on in their learning, but this is not consistent across the school. At times, not enough attention is given to making sure pupils develop their spelling skills well.

The behaviour and safety of pupils are good

- Pupils are usually keen to learn and are appreciative of their teachers and the teaching they receive. One Year 2 child commented, 'Teachers make me feel better when I am sad.'
- The school's work to keep pupils safe and secure is good. Clear procedures are in place to safeguard pupils and follow up accidents. Some good work is done with the school that shares the site in making sure that all pupils are safe. Parents support pupils' view that their children are safe in school.
- The behaviour of pupils is good. Behaviour around the school during the inspection was good, with examples of outstanding behaviour in assembly. Pupils say that 'most of us behave well. We all get on well together.'
- Pupils are proud of their school and respond well to the many opportunities provided for them to take on responsibilities. Pupils on the school council take their responsibilities seriously. For example, they are proud to have come up with the suggestion to introduce tennis into school as an extra-curricular activity for those pupils not keen on other sports.
- The school employs a good range of strategies to support pupils who at times present challenging behaviour. A learning mentor provides good support to pupils who need it.
- Pupils are friendly and are willing to share their experiences about school. For example, one pupil spoke enthusiastically about being a representative on the pupil parliament and how proud she was to do it.
- Parents who completed the on-line questionnaire were confident that the school provides a safe environment and that pupils enjoy school and behave well.
- Pupils have a good understanding of most types of bullying. Pupils are confident that should any ever occur, adults would deal with it firmly. However, their knowledge of cyber-bullying, although adequate, is not as strong as their knowledge of other aspects of bullying.
- Attendance has improved and is now broadly average.

The leadership and management are good

- The headteacher, with the support of senior staff and governors, provides highly effective leadership and management and is well respected by parents and the local authority.
- The school has an accurate and realistic view of its own strengths and weaknesses. It uses this information well in developing areas for improvement, such as raising achievement in writing and focussing on increasing the proportion of outstanding teaching. It recognises there is still more to do in building on the improvements in pupils' attainment.
- Robust checking on the school's work by senior leaders, with a well-planned programme of staff development, is firmly in place. The monitoring of teaching and of the performance of teachers is of a good quality. Staff pay awards and performance management targets are closely linked to

pupils' achievements.

- The senior leadership team is well focussed on ensuring that pupils' achievements are at least good. Middle leaders are sufficiently involved in leading their areas of responsibility and have all led training on the new requirements for their subject areas as from September 2014.
- The school has its own effective system to track pupils' progress. It is able to identify quickly where progress is less than good and put in place support to improve learning.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met and that the building is a safe environment. A joint committee involving staff and governors from the other on-site school oversees the site management.
- The curriculum has had a strong focus on developing basic skills, but not to the detriment of subjects such as art, where there are particular strengths, and in topic work.
- Pupils' spiritual, moral, social and cultural development is promoted effectively across the curriculum. During the inspection, a whole-school celebration of a Spanish festival was celebrated involving pupils and parents in making ninots. This event was highly successful, not only in promoting pupils' understanding of cultures different from their own, but at the same time involving parents in their children's education.
- Good use is made of the primary school sport funding to extend the range of clubs to promote fitness, including tennis, as well as buying in a qualified sports coach. As a result, the number of pupils taking part in sporting activities out of school time has increased by a fifth. Class teachers have also developed further their own expertise in teaching physical education.
- Leaders make good use of pupil premium funding to provide additional support, so pupils who are eligible for this funding make equally good progress as their classmates do and have access to all the activities the school provides.
- The local authority regards the school as one in need of only 'light touch' support.
- **The governance of the school:**
 - Governors carry out their responsibilities well and above all have a tremendous pride in the school, as demonstrated by their long-serving dedicated Chair of the Governing Body. Where further training is identified, governors work closely with local schools in planning their own 'in-house' training. Governors have a good understanding of data about pupils' progress. They also have a good understanding of the quality of teaching. Through their good oversight of performance management arrangements, governors ensure that only good teaching is rewarded and any weaknesses tackled. They are rigorous in ensuring that legal requirements are met, particularly for safeguarding. The governing body uses pupil premium funding effectively in making sure it has a good impact on the progress and social well-being of eligible pupils. It also ensures that additional sports funding is used effectively.

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	134603
Local authority	Lancashire
Inspection number	439601

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	177
Appropriate authority	The governing body
Chair	Syd Jones
Headteacher	Paula Evans
Date of previous school inspection	5 February 2009
Telephone number	01695 724042
Fax number	01695 550738
Email address	head@brookfieldpark.lancs.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 2014

