

# Brooke Voluntary Controlled Church of England Primary School

High Green, Brooke, Norwich, NR15 1HP

**Inspection dates** 24–25 April 2014

<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.

- Senior leaders and governors have successfully led the school through a period of instability with minimal disruption.
- Above-average standards have been maintained since the previous inspection. All leaders, including governors, hold teachers to account for the progress pupils make.
- Pupils feel safe in school. This view is endorsed by their parents.
- Attendance is well above average because pupils enjoy coming to school.
- Relationships between all members of the school community are warm and friendly.
- Consistently good teaching ensures that pupils achieve well and make good progress, especially in reading and mathematics.
- The mutual respect which exists between the pupils and adults fosters the good behaviour seen in the school.
- Parents and carers are overwhelmingly positive about the school. They have regular contact with the teachers and are kept informed about the progress pupils make.
- Pupils enjoy reading a wide range of books and are enthusiastic about their reading.
- Disabled pupils and those who have special educational needs receive appropriate support and this enables them to make good progress.

### It is not yet an outstanding school because

- The marking policy is not consistently applied to all subjects by all teachers and this slows progress. Writing in subjects other than English is not marked as rigorously as it is in English books. Consequently, pupils do not apply their English skills in other subjects.
- Work is not always matched to the abilities of all pupils and this slows their progress.

## Information about this inspection

- Seven lessons were observed, of which two were jointly observed with the headteacher. The inspector also observed pupils working in a small group.
- One assembly, led by the headteacher, was seen by the inspector.
- Meetings were held with a group of governors, with senior and subject leaders and with pupils. Inspectors spoke to a representative of the local authority to assess the nature and impact of their support.
- The inspection team looked at a range of documents, including the school's self-evaluation and improvement plans, governing body minutes and reports, information on the current progress of pupils in the school, as well as their progress over the last three years. The inspector also examined the school's policies in relation to safeguarding, behaviour and attendance, and arrangements for the management of staff performance.
- The inspector took account of the 33 responses to Parent View, Ofsted's online questionnaire, informal discussions with parents on the playground and the school's own parental survey. The inspector looked at the school's website.

## Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Brooke Voluntary Controlled Primary school is a much smaller than average-sized primary school.
- There are five mixed-age classes.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below average.
- The numbers of pupils supported at school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is below average. This is additional funding provided to support pupils known to be eligible for free school meals and those in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, two headteachers have left. The current headteacher was a temporary appointment in September 2013 and was made permanent in November 2013.
- The governing body have been restructured since the last inspection.

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

- Accelerate pupils' progress, especially in writing, by ensuring that teachers:
  - mark all written work with the same rigour that is applied to English books and consistently apply the school's marking policy to all subjects.
  - match work to the abilities of all groups of pupils so that they are able to make the best possible progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils start in the Reception class with skills and abilities expected for their age. At the end of 2013, their attainment was above average in all areas of learning except writing because teachers set children activities which enable them to build on steadily what they already know and can do.
- Achievement in Key Stage 1 is good. Basic skills are taught well, so pupils build on previous learning and make brisk progress. Consequently, pupils' attainment is above average in reading, writing and mathematics.
- In the most recent screening check in phonics (the link between letters and the sounds they make), pupils scored more highly than others nationally. However, the few who were retested in Year 2 did not score as highly as others nationally.
- Achievement at Key Stage 2 is good because teaching is good. Achievement in writing is not as good as it is in reading and mathematics because pupils are not given guidance in applying their skills in written English to other areas of the curriculum.
- In the 2013 national tests at the end of Year 6, pupils' attainment was above average in reading and mathematics. It was average in writing. A greater number than found nationally made more than expected progress. In the test relating to spelling, grammar and punctuation, pupils' attainment was average. In 2013, no pupils were entered for the more advanced Level 6 tests due to an administrative error; consequently, although the school assessed the most-able pupils at this level, this is not reflected in published data.
- Work in books shows that most pupils are making good progress. The most-able pupils are given challenging work and this ensures they are making good progress. Pupils of other abilities are not always challenged and this slows their progress.
- The few pupils currently in the school who are supported by pupil premium funding are making progress similar to that of their peers. There were too few in Year 6 last year to comment on their attainment without identifying individuals.
- The school ensures that all pupils have equal opportunities to succeed. Any who are not making fast enough progress are given additional, timely support. Pupils who are disabled or who have special educational needs receive support which is appropriate to those needs and, consequently, they make good progress.

### The quality of teaching is good

- The relationships which exist between the adults in classrooms and their pupils are warm. This gives pupils confidence and helps to raise their self-esteem. As a result, pupils are confident in asking for help because they are secure in the knowledge that they will be listened to and supported.
- The Learning Journals of the children in the Reception class show that they are making good progress from their starting points because teaching has been good.
- Teachers question pupils well and this helps to deepen the understanding of pupils.

- There is a positive, purposeful atmosphere for learning within the school. Displays in the classroom are used by pupils to help them with their work. For example, in a Year 2 lesson, a child was delighted because she could use the display to help her with her spelling.
- Information and communication technology is used well in lessons to provide visual representations. This was particularly the case in a lesson about equivalent fractions, where pupils' understanding was reinforced because they could see the relationship between fractions, decimals and percentages.
- Phonics is taught systematically and thoroughly and, as a result, pupils are able to apply their knowledge to their reading of unfamiliar words.
- Teaching assistants are used well. They provide support in different ways; sometimes supporting individuals and at other times groups. Some question skilfully, allowing pupils time to think and formulate responses.
- On occasion, the activities set by teachers are not sufficiently challenging and this slows the pace of learning for some pupils.
- All work, including homework, is marked. Teachers use the outcomes from marking to target additional support to ensure that pupils' understanding is clear. However, marking is not consistent across all subjects or in all classes. Consequently, pupils do not always know what their next steps are or how to improve, and this slows progress.

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

- The behaviour of pupils is good. The school's strong emphasis on working together is evident in the behaviour of pupils, both in lessons and at playtimes.
- Older pupils take their additional responsibilities seriously. They help younger pupils to resolve minor disagreements and organise games at playtimes and lunchtimes. This helps to prepare them for the next stage of their education and for life in modern Britain.
- The school environment is tidy and well kept. All members of the school community contribute to this.
- Most pupils apply themselves enthusiastically to their tasks. However, in a small minority of lessons, some pupils lose focus and this slows their progress.
- The school's work to keep pupils safe and secure is good. Pupils were unanimous that they feel safe in the school and that there were no areas where they felt unsafe. Parents endorse this view.
- Pupils understand about the different forms of bullying, including cyber-bullying. They take part in anti-bullying week and understand the difference between bullying and falling out. Pupils are confident that there is no bullying and that any poor behaviour is always swiftly dealt with. School records support this view.
- There is clear understanding on the part of the pupils about how to keep safe in a range of situations, including when using the internet.

- Comprehensive systems are in place for undertaking risk assessments and for the recording of any child protection concerns.
- Pupils enjoy coming to school. Attendance has been consistently well above average since the last inspection.

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

- Following a period of instability, relationships within the school were fractured. The headteacher has worked successfully to develop positive relationships. Parents, staff and governors recognise that this work has been effective and that there is now a strong team spirit and sense of working together.
- The headteacher, senior leaders and governing body have demonstrated the ability to take difficult decisions. They are committed to raising standards. Key to these developments is the school's accurate self-reflection on its own strengths and areas for improvement
- Leaders, including governors, hold teachers to account for the progress pupils make by checking the quality of lessons regularly. Teachers are given clear guidance about how to improve their teaching.
- The performance of pupils is checked regularly by all leaders, including governors. Teachers have high expectations for the progress pupils should make. This work is now more effective because the headteacher has introduced a new method of checking the progress of pupils.
- Teachers understand the link that governors have established between performance and salary progression. They value the opportunities they are given for professional development.
- Subject leaders check the progress of pupils in their subjects and have focused plans for making improvements to ensure that pupils make more progress. They are providing training for all staff to ensure that they are familiar with the requirements of the new National Curriculum.
- The curriculum is broad and balanced and provides appropriate links between different subjects. The school provides well for the spiritual, moral, social and cultural development of its pupils and is actively seeking links with other schools, both in the United Kingdom and abroad.
- The additional sport funding is used to provide training for staff. The headteacher has sharply focused plans to provide increased opportunities for physical activity and aspects of pupils' spiritual, moral, social and cultural development. The headteacher was instrumental in the acquisition of a minibus, which has considerably enhanced the school's ability to take pupils to a wider range of sporting activities. The school is now able to be fully involved in both local cluster and county sports activities.
- The local authority has provided good support to the school over the past year, which has seen many changes. It has supported the school in a range of ways, including the recruitment of the current headteacher, the restructuring of the governing body and in addressing the flooding issue.
- There are mutually supportive arrangements with other local schools, including the secondary school. This ensures a consistent approach within the area on a range of issues; for example, attendance.

- The school meets all statutory safeguarding requirements, which have been recently overhauled. Procedures are consistently followed by all staff because they are well established. There is a named governor responsible for reporting on safeguarding issues to the governing body.
- Parents and carers are fully supportive of the school. They appreciate the availability of the staff, including the headteacher.
- **The governance of the school:**
  - Governors took decisive action in deciding to undertake a restructuring exercise, and to use this to ensure that the governing body had a wide range of skills. In collaboration with the local authority, they took swift action to address the flooding issues experienced by the school. As a result of their decisiveness, the school has come through a period of difficulty with little disruption. Governors are emphatic that only where performance is good would a salary increase be authorised. Minutes show that governors challenge senior leaders vigorously, but that they are also supportive. Governors are fully aware of the use of pupil premium and sport funding and they closely monitor this spending. The strengths and weaknesses of the school are understood. Governors have undertaken a wide range of training, including on the interrogation of data. The school's finances are secure and well managed.

## 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>	121096
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	444338

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>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paula Boyce
<b>Headteacher</b>	David Robinson
<b>Date of previous school inspection</b>	18 March 2010
<b>Telephone number</b>	01508 550419
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