

# Brookfield Community Primary School

Watling Street Road, Preston, Lancashire, PR2 6TU

**Inspection dates** 7–8 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	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		Good	2
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

- The standards reached by pupils in reading and mathematics by the end of Year 6 are below average.
- In 2013, the progress made by pupils at the end of Key Stage 2 in reading and mathematics, including the most able, from their different starting points, was not as good as it should have been.
- In the most recent end of Key Stage 2 tests, the gap between the standards reached in reading and mathematics by pupils eligible for the pupil premium and other pupils is wider than that seen nationally.
- Teaching over time has not been good enough to ensure that enough pupils gain the necessary skills in reading and mathematics.
- At times, pupils who complete their work quickly do not have their next activities readily available and so their learning slows.
- The school's agreed system of marking and feedback is not used consistently by all staff.
- Not enough staff, including middle leaders, share tasks and too much responsibility for securing the school's ongoing improvement is reliant on the headteacher.
- Information about pupils' performance is not always accurate enough to be used effectively to raise achievement.

### The school has the following strengths

- Progress is good in the Early Years Foundation Stage and across Key Stage 1.
- Children make good progress in their phonic skills (letters and their sounds).
- Key Stage 1 standards are average.
- Pupils, including the most able, made good progress in writing by the end of Key Stage 2 in 2013.
- Pupils with special educational needs and those who fall behind receive effective support and learn well.
- Pupils behave well, feel safe and enjoy coming to school. Their attendance is above average and has been for a number of years.
- The headteacher and governors are tackling weaknesses, for example in teaching. As a result, the school is improving.

## Information about this inspection

- Inspectors observed 11 lessons and parts of lessons, one observed jointly with the headteacher. Inspectors also visited an assembly, observed lunch and break times and listened to pupils reading.
- Meetings were held with groups of pupils, staff and school leaders. Two meetings were held with governors, one with two governors and another with the Chair of the Governing Body. A meeting with the local authority representative and a local leader of education (LLE) also took place.
- Inspectors took account of the results of the school’s own surveys of parents’ and pupils’ views and responses from 13 staff questionnaires. There were 14 responses to the Ofsted online questionnaire (Parent View) and inspectors also spoke to parents in the playground.
- A number of school documents were examined. These included information about pupils’ progress, school improvement plans and records of governors’ meetings. The work in pupils’ books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

## Full report

### Information about this school

- The school is smaller than other primary schools.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much higher than in most other schools. The proportion supported at school action plus or with a statement of special educational needs is higher than in most other schools.
- The proportion of pupils supported through 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 and those children who are looked after by the local authority).
- There is a breakfast club and after-school club run by the school on the site.
- The school is supported by a LLE who is the headteacher at St Peter's Catholic Primary School in Lytham St Annes.
- The school is supported by a sports coach as part of an arrangement with the company offering sports activities.
- The composition of the governing body has changed since the last inspection with several members leaving and others joining.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve teaching so that it is good or better in order to boost achievement and raise standards, especially in reading and mathematics in Key Stage 2, and particularly for the most able and those known to be eligible for free school meals, by:
  - increasing the opportunities for teachers to observe good and outstanding teaching
  - ensuring that pupils' work is always marked using the school's detailed system and that pupils are always expected to respond to the comments and advice given
  - ensuring that all pupils are always given hard enough work and activities fully challenge them so that they make continual and quick progress.
- Ensure that the information gathered by leaders and teachers to track pupils' progress is checked thoroughly to make sure it is always accurate.
- Strengthen leadership by sharing management responsibilities more equitably and providing training for middle leaders to enable them to fulfil their roles more effectively.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although standards in reading and mathematics at the end of Key Stage 2 were average in 2012, they dipped to below average in 2013.
- Pupils who left the school at the end of Year 6 in 2013 did not make enough progress in reading and mathematics.
- Over time, progress requires improvement and is too variable due to inconsistent teaching. This has led to the below-average standards by the end of Key Stage 2. Current data shows that the standards are rising because of the improvements in teachers' skills. However, there are too many changes of teachers for this improvement to be consistent enough.
- Even though there were very few more able pupils in 2013, the proportions reaching the higher Level 5 in writing increased from the year before, which is indicative of the greater challenge now being offered. However, the proportions reaching the higher Level 5 in reading and writing dipped significantly from the previous year and no pupils reached the highest Level 6. Overall the progress of these pupils requires improvement.
- By the end Year 6 in 2013, pupils known to be eligible for free school meals made similar progress to other pupils. They were about two terms behind others in the school in writing and mathematics although similar to others in reading. By the end of Year 2 they were two terms ahead. Inspection evidence shows that gaps between the standards reached by eligible pupils and others in the current Year 6 have not yet closed, although pupils are making better progress than previously. There is still more to be done to push their standards higher.
- Standards in writing have been rising and were closer to average in 2013. Pupils made good progress in writing because of concerted efforts made by the leaders to improve the teaching in this area.
- In 2012 and 2013, the national screening check of pupils' phonic skills carried out in Year 1 showed that an average proportion of pupils reached the average level for their age, although this proportion dipped slightly in 2013. Allowing for their low starting points, the evidence indicates that, over time, the teaching of phonics in Key Stage 1 is good.
- Disabled pupils and those with special educational needs do as well compared to similar pupils in other schools nationally, because their needs are well supported by staff. This helps them make good progress from their different starting points. This clearly demonstrates the school's commitment to tackling discrimination and providing equal opportunities.
- Children start in the Early Years Foundation Stage with knowledge and skills that are below those typical for their age and particularly low in reading, writing and number skills. Since the previous inspection, standards in the Reception class have risen due to consistent good teaching and children make good progress here. They leave with skills that are much closer to those expected and are better prepared for their start in Year 1.

### The quality of teaching

### requires improvement

- The standard of teaching has not been consistently good enough over time. Staff changes have made it difficult to bring about changes and improve teaching. This variability between classes has led to uneven progress, especially for the most able pupils, and in reading and mathematics in Key Stage 2 in 2013, although progress in writing has risen.
- Leaders have agreed a detailed policy for marking pupils' work which outlines the need to provide advice on how pupils can improve their work. However, the system is not yet consistently applied by all staff and in all subjects. Scrutiny of pupils' books reveals that most pupils are given advice through marking, but not all. When such advice is given, pupils are not always expected to act on it and so they do not learn from their mistakes.
- At times, pupils' progress slows when there are not enough activities provided for them to do. In a writing lesson, for example, pupils completed their tasks and then had to wait too long before

the next tasks were provided. Information about the progress pupils make is not always accurate or used successfully to set tasks at the correct level. Work is not always hard enough for the most able pupils to ensure they learn effectively.

- Teaching is starting to improve and recent evidence shows progress is now improving in reading and mathematics in Key Stage 2. This is as a result of training provided by senior leaders and the close scrutiny of the quality of teaching by the headteacher and local authority representatives. Inspectors confirmed that standards were rising is by listening to pupils read out-loud and by looking at the work in pupils' books but, even so, progress is not yet good.
- Disabled pupils, those with special educational needs and those who fall behind in their work are provided with good opportunities to learn well, and often receive extra support from teaching assistants.
- Well-organised and effective phonics teaching in the Early Years Foundation Stage and Key Stage 1 is helping secure improvements in pupils' reading skills and the standard of reading is rapidly improving in Key Stage 1. In addition, the school successfully encourages reading at home and this is clear in pupils' reading records.
- Children in the Early Years Foundation Stage benefit from good teaching that stimulates their learning and interest. For example, they enthusiastically engaged in the outdoor activities linked to the 'Jack and the Beanstalk' theme including planting and watering in the garden area.
- In conversations with inspectors, parents particularly praised the work of the Early Years Foundation Stage for the way that their children are quickly developing skills and the good care and support given to them.
- Leaders have recently started setting more challenging targets for teachers in order to drive up standards. Recent targets, for example, have included a focus on ensuring that the most able pupils are provided with increasingly harder work and on boosting the academic progress of pupils known to be eligible for free school meals.

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

- The behaviour of pupils is good.
- Pupils are friendly to each other at all times of the school day. They show respect for others when playing outside during break and lunchtimes. At lunchtime they are calm and orderly when waiting patiently for their turn in the dinner queue.
- Pupils work well together during lessons. They have many opportunities to discuss and share their ideas with others. Pupils' good behaviour is reflected in the sensible and responsible manner in which they take part in discussions. This good behaviour assists their learning.
- Pupils mentioned to inspectors that they know when they need to tell teachers about things, such as bullying, and that staff are good at dealing with any problems. They have a good understanding of the different types of bullying and say that bullying of any kind rarely happens. The school's records show that there are no incidents of racist behaviour. Most parents, staff and pupils agree that the school deals effectively with bullying.
- There have been no permanent exclusions in the last three years. The few fixed-term exclusions have been used as a last resort for pupils who struggle to manage their own behaviour well enough.
- Attendance has remained above average over a number of years. Pupils say that they enjoy coming to school. The proportion of pupils who repeatedly miss school is less than that found in other schools nationally. The school provides helpful support for families through the breakfast and after-school club activities every day of the week.
- The school's work to keep pupils safe and secure is good. Staff and parents agree with this.
- Pupils say that they feel safe in school and staff keep a close watch on pupils during breaks and lunch and at the start and end of the day.

## The leadership and management requires improvement

- Since the last inspection, the headteacher has increasingly provided effective leadership in order to make the necessary changes, such as raising the standards of teaching, to enable the school to improve. Rising standards in the Early Years Foundations Stage and Key Stage 1 as well as in writing in Key Stage 2 demonstrate this improvement. She has been supported well by governors. The headteacher has also successfully supported the school through a period of disruption due to recent building works.
- Staff benefit well from the increasingly effective whole-school training and individual training to increase their skills, for example in writing. However, not enough is made of the links with other schools, such as that of the LLE, so that teachers can learn from other teachers, in order to quickly increase their skills, especially in teaching reading and mathematics.
- The senior leadership team has very recently been enhanced by the addition of two middle leaders. The school is also aware that other roles need to be filled, such as the special educational needs coordinator, and is actively recruiting for these. Although plans are in place to support the development of the new leaders' skills, there is still an over-reliance placed on the headteacher.
- The governing body and leaders increasingly use the wide range of information that they gather about the performance of pupils to identify any pupil who falls behind. Where this happens, they intervene quickly and well to provide support, for example, by organising small group or one-to-one sessions. However, the information they collect is not always accurate because too many changes of staff have led to some inconsistency in understanding the levels pupils are working at. This had not been checked carefully enough by leaders. As a result, leaders are not always clear enough about how well pupils are learning and the progress they make.
- The curriculum is increasingly helping pupils to develop their basic skills in reading, writing and mathematics. For example, there is more support available outside the classroom for pupils who need a boost in their skills, such as in mathematics.
- Pupils' social, moral, spiritual and cultural awareness is developed well. Pupils consider different faiths in their religious education lessons and frequently celebrate each other's successes in their assemblies. The school's inclusive nature is reflected in the way it supports pupils' and parents' different needs well. For example, the breakfast club and after-school clubs encourage good attendance by offering parents the opportunity to bring and collect children at different times.
- Most parents and staff are supportive of the school's work. Parents particularly appreciate the support provided to help their children achieve well when they have additional needs. One parent praised the headteacher for going the extra mile in supporting the different needs of parents as well as children.
- The primary school sport funding is being used well. Leaders have employed a specialist sports coach in order to develop staff skills in teaching physical education and to increase pupil involvement in activities. Inspectors observed the coach supporting enthusiastic pupils who were being taught to lead activities at lunchtime. After-school sport sessions ensure pupils are learning new skills which have a positive effect on their health and well-being.
- The local authority has provided extensive and effective support to the leaders and governors at the school. Leadership decisions have been enhanced by their timely advice. They have secured the support from the LLE, who brings expertise in running successful schools, and made arrangements for additional staffing.
- **The governance of the school:**
  - The governors' knowledge of the performance of the school is increasing and is being used more effectively to raise standards. Evidence in their records of meetings show that they clearly discuss and explore the information presented by the staff. They additionally seek advice from local authority staff in order to check and improve their understanding of a range of matters, such as the headteacher's targets. They visit the school often and observe the learning taking place in classrooms so that they can see the difference recent changes are making. This gives them the necessary insight in order to drive forward further improvements.
  - They link the headteacher's pay to clear targets and ensure that this now happens for the

teachers. Recent evidence of improvements to teaching confirms their success here. The governors manage the school's finances well in order to make improvements, such as the recent building works. They work closely to their budget so that they can maintain the levels of staffing and provision of activities, such as the breakfast and after-school club, to fully meet the needs of pupils. They now ensure that the pupil premium funding is used appropriately and that the primary school sport funding is used well. Arrangements for safeguarding pupils meet requirements.

## 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>	119226
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	432117

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Davies
<b>Headteacher</b>	Jayne Verity
<b>Date of previous school inspection</b>	12 February 2013
<b>Telephone number</b>	01772 700636
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