

Brookfield Primary School

Ridge Road, North Cheam, Sutton, SM3 9LY

Inspection dates 7–8 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. In 2014, pupils attained significantly above the national average at the end of Year 2. Attainment is typically above the national average in reading, writing and mathematics at the end of Year 6.
- All groups of pupils, including disadvantaged, those with special educational needs and the most able, make good progress as they move through the school, particularly in reading and writing.
- Leaders and governors have continued to improve the quality of teaching and hence pupil achievement. They carefully check to ensure that no group of pupils falls behind.
- Lessons are typically interesting and teachers effectively challenge pupils of all abilities. Teaching assistants provide effective support.
- Pupils' behaviour both in lessons and around the school is good. They are industrious and courteous. Parents are very complimentary about how well their children are supported. Pupils say they feel safe at school. They are taught how to stay safe in a variety of situations.
- Pupils' spiritual, moral, social and cultural development is well promoted through a rich and varied curriculum. They are well taught about British values.

It is not yet an outstanding school because

- Some pupils do not make more than expected progress in writing in Key Stage 2 because they do not have enough chances to write extensively across a range of subjects.
- In the early years provision, children's progress is not checked carefully and the information is not used effectively to ensure that all children can make the best progress.
- Teachers in the Nursery and Reception classes do not take every opportunity to plan and develop children's literacy and numeracy skills, particularly in the outside area.

Information about this inspection

- Inspectors observed learning in 18 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors listened to pupils reading in Year 2 and Year 6.
- Meetings were held with two groups of pupils and school staff. There was a discussion with the Chair of the Governing Body and two other members. A meeting was held with a representative from the local authority.
- Inspectors took account of 47 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included discussions with parents at the end of the day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 43 responses to the staff questionnaire

Inspection team

Elizabeth Bowes, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

Christopher Gray

Additional Inspector

Full report

Information about this school

- Brookfield Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium funding is lower than the national average. Pupil premium money is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is lower than the national average.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The early years provision consists of a part-time Nursery and two full-time Reception classes. There has been some staffing disruption in the early years and the leader is new in post.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club, which is run by the governing body.

What does the school need to do to improve further?

- Improve the effectiveness of the early years provision by ensuring:
 - teachers take every opportunity to plan and develop children's literacy and numeracy skills, particularly in the outside area
 - children's progress is checked carefully and used effectively to ensure that they make maximum progress in their learning.
- Ensure that pupils in Key Stage 2 make more than expected progress in writing by providing them with more chances to write at length across a range of subjects.

Inspection judgements

The leadership and management are good

- The headteacher demonstrates a strong ambition to continue to improve the school. She is well supported by a committed team of senior leaders. Together they have created a climate where effective teaching and good behaviour flourish and this results in good achievement.
- Middle leaders take full responsibility for the progress of pupils in their areas of responsibility. Middle and senior leaders contribute towards ensuring that the quality of teaching is good by regularly visiting lessons and looking in pupils' books. In this way they can regularly check the progress that pupils make and quickly put in place support to help those who are identified as falling behind.
- The impact of the support from the local authority has been good. It has successfully helped governors to ensure that they more rigorously hold the school to account. The local authority has also provided training on effective marking and the analysis of information and advised on early years.
- Additional funding for disadvantaged pupils is well used to ensure that any gaps in learning between these pupils and others in the school are rapidly closed. Each eligible pupil is carefully assessed to ensure that the additional funding is effectively used to improve their achievement.
- The school is committed to ensuring equality of opportunity for all pupils and fosters good relations. Pupils say teachers respect their views and that there is no discrimination.
- An overwhelming majority of parents who spoke to inspectors and those who completed the questionnaire, Parent View, expressed positive views. They say that teaching is good and that their children are well behaved and make good progress.
- The curriculum is well planned and broad. Pupils follow a themed approach to learn a range of subjects, including music, art and Spanish. Cultural skills are carefully developed. Pupils explore a range of different artists, such as Rousseau. All pupils know the difference between right and wrong. Social skills are promoted both in class and through additional activities, including after-school clubs in sports and gardening. Spiritual development is carefully developed in both assemblies and lessons. Pupils learn about different world religions such as Christianity and Sikhism and are encouraged to reflect on them.
- Pupils are very well prepared for life in modern Britain. They learn about democracy and talked about the national election that took place during the inspection. Pupils are fully aware of the principles of democracy and enjoy voting for the members of the school council. The school places a strong emphasis on tolerance and all know about the importance of respect for different faiths and religions.
- Additional primary school sport and physical education funding is used to good effect. Specialist qualified sports coaches work alongside class teachers to improve skills. Additional training to improve teachers' expertise in dance and gymnastics has also been funded. The school has been keen to increase girls' participation in sport and conducted a survey of their views. A programme is now provided that is tailored to their requests. The impact of the funding has had a positive effect on pupils' lifestyles and well-being.
- There are effective arrangements in place to ensure that pupils are well safeguarded. These all meet statutory requirements. Rigorous systems ensure the safe recruitment of staff and the protection of vulnerable pupils.
- The early years provision has encountered some staffing disruption and the new leader has only been in post a short while. Senior leaders at the school are aware that there need to be improvements and welcome the support given by the local authority.
- **The governance of the school:**
 - Governors have become increasingly rigorous in holding the school to account. They are well aware of the standards the school reaches when compared to other schools nationally. They have a good understanding of information on the school's own performance.
 - Governors come into school regularly and, as a result, are very aware of the school's strengths and areas for development.
 - They have a good understanding of how the performance of staff is managed, including tackling teacher underperformance. They are fully aware of the link between teacher performance and pay and understand the need to reward good teaching.

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

- The behaviour of pupils is good. Pupils say that they enjoy their lessons and are keen to do their best. They speak with enthusiasm about the range of activities provided. For example, Year 6 enjoyed learning about the Victorians by looking at artefacts from that time, such as flat irons and butter pats.
- The school is calm and orderly. Pupils feel happy and understand what is expected of them in terms of their behaviour. Pupils take on their responsibilities such as school councillors or prefects with pride.
- At play times and lunch times, pupils move around the school sensibly. At lunchtimes, they eat their midday meal in a happy and friendly atmosphere. Pupils were very welcoming to inspectors.
- Pupils behave well in the majority of classes. Behaviour is not outstanding because in a few exceptions, pupils went off task in their learning. Teachers have high expectations of behaviour and pupils usually listen attentively and follow the teachers' instructions carefully.
- Behaviour in the breakfast club is good. Pupils benefit from a nourishing and fun start to the day.
- School records show that there are very few incidents of inappropriate behaviour, including bullying. Behaviour has continued to be good over time.
- Pupils' attendance is good when compared to other schools. The school is rigorous in following up any absences.

Safety

- The school's work to keep pupils safe and secure is good. Leaders ensure that all the necessary policies to ensure pupils' safety are effectively monitored. Staff are well trained about all safeguarding issues.
- The school site is safe and secure. Pupils understand how to keep themselves safe and they are diligently taught about how to keep safe when using the internet. They are taught to be very careful about providing personal information. Pupils are taught how to stay safe when travelling outside of school.
- Pupils report that there is no bullying. They have been well informed about the different forms of bullying, including cyber bullying and homophobic bullying. Pupils said that they would be confident that staff would know how to deal with bullying should any issues occur.

The quality of teaching is good

- The impact of teaching on learning and achievement is positive. Teachers use their good subject knowledge to plan interesting activities, promote good learning and sustain rapid progress.
- The school is very effective in developing a love of reading in pupils. Pupils frequently read books that challenge their abilities. In every year group, pupils are encouraged to write about the books that they have read and explain why they like them; these comments are then displayed in the classroom to encourage others to read that book.
- Exciting experiences encourage skills development in writing. For example, pupils enjoyed listening to a children's author who visited the school. However, some pupils do not make more than expected progress in Key Stage 2 because they do not have enough chances to write extensively across a range of subjects.
- Mathematics is well taught and teachers are careful to explain key concepts clearly. They make connections with real-life mathematical problems as often as possible. One pupil who was interviewed by inspectors said, 'Teachers make mathematics really interesting, it helps me do well in tests.'
- Teachers and learning support assistants provide well-tailored support to those who are disabled or who have special educational needs. Their careful guidance ensures that no-one falls behind.
- Those who speak English as an additional language are given valuable additional help if this is needed.
- Pupils say that they like the way that their work is marked. They commented that it helps them to improve their work and do better next time. Pupils' books are neat and well presented.
- Displays in corridors are attractive and show the wide range of experiences pupils have enjoyed at the school. In classrooms, displays help pupils to remind themselves of important facts in literacy and numeracy.

The achievement of pupils is good

- Results in national tests show that at the end of both Year 2 and Year 6, pupils' achievement is above average. Work in pupils' books and the school's own information also indicate that pupils are making good progress from their starting points.
- The achievement of the most able pupils is good. They make good progress throughout the school. In Key Stage 1, the proportion of pupils reaching the higher Level 3 were above the national average. In Key Stage 2, pupils typically achieve above the national average in reading and mathematics and in line with the national average in writing. Most able pupils in Year 6 benefit from an effective link with the local secondary school which gives additional support. The proportions of pupils reaching the higher Level 6 were well above the national averages in mathematics.
- Pupils make good progress from their starting points in English and mathematics. Leaders quickly identify any pupils who fall behind so that they get the help they need.
- Those who are disabled or who have special educational needs make good progress. This is due to the support provided by both teachers and learning support assistants. They ensure that work is carefully matched to pupils' needs.
- Additional funding to support disadvantaged pupils is well used and gaps are closing rapidly. In 2014, disadvantaged pupils performed similarly to other pupils nationally in reading, writing and mathematics. When compared to other pupils in the school, they were a term behind in mathematics and writing and three terms behind in reading. Disadvantaged pupils often make good progress in the different year groups from their various starting points. For example, in reading and writing, they make better progress than other pupils in the school in Years 4, 5 and 6. In mathematics, they make better progress than other pupils in the school in Year 5.
- The achievement of those who speak English as an additional language is good. In Key Stages 1 and 2, they are given the support they need to make good progress. In 2014, those pupils who spoke English as an additional language attained better than the national average in both Key Stages 1 and 2 in reading, writing and mathematics.

The early years provision requires improvement

- The early years provision requires improvement because teachers do not do all they can to ensure children make the best progress from their starting points. This is because teachers do not have a clear system in place to check children's progress and plan activities at the right level.
- Achievement requires improvement. In 2014, the number of children who reached a good level of development increased from 2013. However, children still leave Reception with skills and abilities that are slightly below average. This impacts on children's readiness for Year 1.
- Children have 'Learning Journey' records in both the Nursery and Reception classes which detail a child's learning in each of the key areas of learning. However, these are sometimes sparsely completed and other recorded evidence of a child's progress is unsystematic.
- Some activities are confusing to children. For example, children discussed what living plants need to grow and how living things develop over time. However, children 'planted' plastic flowers in the outside area.
- Teachers do not take every opportunity to develop children's literacy and numeracy skills. This is particularly the case in the outside area. Although there are some activities provided to develop these skills, they do not always fully engage all children. For example, very few children are attracted to the writing activities in the outside area.
- Children behave well and staff have high expectations regarding behaviour. Those parents who spoke to inspectors were positive about behaviour and how safe their children felt at the school.
- The new leader of early years is aware that more needs to be done to improve the provision, particularly in the outside area. She has enlisted the help of the local authority, whose staff regularly visit to provide suggestions on how to improve. However, there has not been enough time for children to benefit from these improvements.

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	102977
Local authority	Sutton
Inspection number	448721

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	375
Appropriate authority	The governing body
Chair	Dave Christmas
Headteacher	Joanne Morley
Date of previous school inspection	19 November 2009
Telephone number	02086448616
Fax number	02086416194
Email address	office@brookfield.sutton.sch.uk

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