

# Brookfield Community Primary School

Watling Street Road, Preston, Lancashire PR2 6TU

<b>Inspection dates</b>	14–15 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Brookfield is now a flourishing school that has changed considerably since the previous inspection.
- The leadership of the headteacher, ably supported by the deputy headteachers, has brought about a change in culture in the school and helped drive improvements.
- Steady improvements in achievement across the school mean that all pupils now make at least good progress.
- The growing confidence and enthusiasm of curriculum leaders is having a positive impact on the school's capacity to continue to improve further.
- The governing body now provides effective support and challenge to the school. Governors make a valuable contribution to moving the school forward.
- Pupils rise to teachers' high expectations and benefit from the consistently good teaching they receive throughout the school.
- Teaching assistants are skilled and make a valuable contribution to pupils' learning.
- Behaviour is good. Pupils conduct themselves well around the school. They are caring and considerate towards each other.
- Pupils enjoy school and feel very safe; parents agree that the school is a safe place.
- The outstanding leadership and provision in early years ensures that children have an excellent start to school life. They flourish and make rapid progress from their starting points.

### It is not yet an outstanding school because

- Achievement in writing is not yet on a par with that in mathematics and reading.
- Teaching sometimes misses opportunities to extend and challenge pupils to think more deeply and practise their reasoning skills.
- Pupils are not confident enough in checking their own and each other's work.
- Some pupils are not yet clear in their understanding of bullying or how to keep themselves safe, personally and online.
- The monitoring of progress for those pupils who have special educational needs and/or disabilities is not precise enough.
- A few parents feel that the school does not communicate well about their child's progress or respond to their concerns.

## Full report

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

- Ensure that improvements in achievement in writing lead to outcomes that are as strong as those in mathematics and reading.
- Improve the quality of teaching and learning by ensuring that all teachers provide opportunities to:
  - challenge and extend the learning of pupils, including the most able, so that they think more deeply about their work and practise their reasoning skills
  - develop pupils' skills in checking and evaluating their own and each other's work
  - develop pupils' understanding of bullying and their ability to keep themselves safe, personally and online.
- Improve leadership and management by ensuring that:
  - leaders, governors and teachers can more accurately assess and track the progress of pupils who have special educational needs and/or disabilities
  - leaders and governors improve their communication with parents so that parents know how well their child is progressing in their learning and leaders can better respond to any concerns that parents raise.

## Inspection judgements

### Effectiveness of leadership and management is good

- Brookfield has improved significantly since its previous inspection. This improvement has been down to the hard work of the headteacher, the senior leaders and governors of the school to break a previous cycle of low standards and underperformance. Their focus and vision have led the way so that together, with staff, they provide good opportunities for pupils to achieve and develop as well-rounded individuals.
- Leaders' promotion of equality and diversity has resulted in pupils who are caring, considerate and respectful of each other and the wider community.
- Leaders have secured the commitment of staff, parents and pupils. This contributes to the positive motivation of the very large majority of staff to achieve continual improvement. Relationships between staff are positive. All teachers are aware of the enormous improvements in the school; they are proud to work at Brookfield. The very large majority feel well supported and feel that school is well led and managed.
- Senior leaders know their school well. The strengths of the school and areas for improvement are clearly identified in their self-evaluation, which is accurate and objective. The monitoring of teaching and learning is thorough; where needed, follow-up is immediate, but sensitive and supportive. There have been many staff changes in recent years but now the school is benefiting from a stable, happy and dedicated team.
- The complementary skills of the deputy headteachers and the growing confidence of other leaders in school create a sense of enthusiasm for continued school improvement. The leadership team checks regularly that agreed strategies to secure improvement are being applied by everyone. This has led to a growing consistency of approach by teachers to improving the content and presentation of pupils' written work, to teaching mathematics and to providing effective feedback to pupils.
- Pupil premium funding is used effectively to reduce any barriers to learning that may be experienced by disadvantaged pupils. The progress of pupils supported by this funding is monitored well. The impact of pupil premium funding is evaluated by the headteacher and the governors. This enables disadvantaged pupils to be successful and be part of everything the school has to offer.
- The primary school physical education (PE) and sports funding is also used well. Teachers have had additional training and pupils have benefited from a regular sports coach, and from opportunities to be involved in a wide range of sporting activities both within the school day and after school. Pupils also have the opportunity to attend residential trips.
- Accelerating and improving outcomes for pupils is a constant focus. Senior leaders and governors have worked hard to improve the way that pupils are assessed and their progress is tracked. Assessment information is used regularly by senior leaders when they talk to teachers about pupils' learning and it enables them to plan opportunities to help pupils to catch up if needed. Leaders have also built in a number of occasions for teachers to discuss the precision of their assessments with each other and with teachers in other schools. As a result, teachers' assessments of pupils' work are accurate.
- The leadership and organisation of special educational needs provision is effective. Identification of need is appropriate and resources are of a good standard, ensuring that pupils who have special educational needs and/or disabilities succeed in their learning and their personal and social development. Although procedures are in place, there is a need to improve the systems for monitoring the progress of this group of pupils as a whole and individually, so that their progress can be tracked more rigorously.
- The school offers a broad and balanced curriculum that engages pupils and contributes to their enjoyment of learning. It is enriched by additional opportunities for pupils to experience a wide range of clubs and interests. The school's samba band is particularly popular. It is of a high standard and often makes public appearances within the local community. Reading and writing opportunities are woven across the curriculum increasingly effectively, to strengthen pupils' opportunities to practise their skills and to add richness to reading and a purpose for writing. The school invites parents into school to share and celebrate in their child's learning during special 'theme' weeks.
- Well-promoted spiritual, moral, social and cultural development means that the school is a calm and considerate environment where pupils mix happily together. Through assemblies and the curriculum, pupils learn about the wider community, raise funds for charities and learn about tolerance, democracy and the rule of law. There are many displays around school that celebrate other faiths, cultures and how to be a good citizen. Pupils also enjoy taking on responsibilities such as being a member of the school council and are currently being trained to be playtime buddies.

- A small number of parents who responded to Parent View, Ofsted’s online parental questionnaire, and who spoke to inspectors felt that the school did not provide enough information on the progress of their children and felt that concerns they raised were not always dealt with effectively. Although the school uses a number of ways to communicate with parents, these do not cater for the varying needs of the school community.
- The local authority has had a long relationship with the school and seen Brookfield through a great many changes. It has provided appropriate and helpful support for the school. The headteacher has also benefited from the support of a local leader in education when needed. Over time, the school has become increasingly independent of this type of support and is now self-sufficient.
- **The governance of the school**
  - There has been a transformation in governance since the last inspection. Governors now know their school well and are confident about, and skilled at, asking challenging questions. The attributes of the governing body have been utilised very well to ensure that their expertise benefits the school. Governors effectively lend their skills to aspects of the school’s development and monitoring of improvement. As a result, they have made an important contribution to raising standards in the school.
  - Governors have a good understanding of performance management procedures and, as well as holding teachers and leaders to account, they ensure that the management of teachers’ pay is effective. Alongside the headteacher, they have tackled staffing issues and made strong appointments to the school that are now having a very positive effect on pupils’ learning and progress.
  - Governors are conscientious and take part in a range of relevant training on good governance practice and understanding of school assessment. As a result, governors have good levels of understanding about the progress pupils are making. They make sure that the pupil premium and the PE and sports grants are spent effectively and make a difference to pupils.
- The arrangements for safeguarding are effective. Robust systems are in place, which are understood by staff. Regular and appropriate training for staff is undertaken and safeguarding is a high priority in school. Leaders are persistent in cases where the school is concerned for a pupil’s welfare. Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

## Quality of teaching, learning and assessment is good

- There have been significant improvements in the quality of teaching and learning across the whole school and it is now consistently good. This has led to pupils making at least good progress.
- The teaching at Brookfield is characterised by approachable, warm relationships between staff and pupils and well-organised lessons.
- Staff have high expectations for pupils’ learning and behaviour. The vast majority of pupils rise to these by working hard and behaving well. Pupils enjoy their learning and said that they particularly like ‘reading and solving maths problems’. They also say that school ‘puts lots of important learning in their heads’.
- Teachers have good subject knowledge. Many adults ask just the right questions to aid pupils’ thinking, draw out learning and help them move on. Mistakes are seen by staff and pupils as another opportunity to learn. However, where teachers’ questioning is less effective, pupils are not offered a chance to deepen their thinking, reasoning and understanding of what is being taught.
- Teachers and leaders check on pupils’ learning regularly. This makes an important contribution to the progress pupils make. For example, the use of assessment by teachers to identify and plan precisely for pupils’ needs results in teaching that extends and offers appropriate challenge for most pupils. Occasionally, however, there are missed opportunities to extend and challenge some pupils, including the most able.
- Where pupils struggle with their learning, an effective range of learning opportunities help them to catch up. As a result, pupils make good progress.
- Teaching assistants across key stages 1 and 2 are deployed effectively. They are knowledgeable and skilled and make a good contribution to the progress of the pupils with whom they work. This is particularly evident in the teaching of phonics (letters and the sounds they make).
- For those pupils who have special educational needs and/or disabilities, the support offered is broad, clearly targeted and of good quality. Additional support is planned well, resulting in these pupils making good progress.
- Teachers mark pupils’ work regularly, in line with the school’s policy. They make clear to pupils what they have done well and offer appropriate guidance to help them improve their work further. Pupils are keen

to get feedback and have time to respond to the comments made. However, pupils are not as confident at evaluating their own or each other's work.

- The development of reading, writing and mathematical skills is a high priority in school. The insistence on a consistent approach to mathematics across the school has had a positive effect on pupils' progress in this subject. Reading texts are used effectively in each class to create a range of interesting and stimulating activities that help pupils to learn and practise their skills. This has been a very effective way of capturing pupils' interest in reading and writing. Pupils are highly motivated by interesting topics. For example, pupils have really enjoyed reading about the adventures of the Greek hero Odysseus. It has spurred their imagination and encouraged them to write imaginatively and creatively about monsters and heroic acts.
- Almost all parents who responded to Parent View or spoke to inspectors in the playground felt that their children were taught well and most felt that their child made good progress in school. However, a small number felt that the quality of information given to them about their children's learning could be improved.
- Homework is given to pupils in line with the school's guidelines. When asked, pupils said that they enjoyed homework, and particularly liked it when their homework was chosen to be displayed on the homework board.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Staff and governors are thorough in ensuring that the school provides a safe, nurturing environment in which pupils can flourish and succeed.
- Staff treat pupils with consideration and ensure that the school makes everyone feel welcome and valued. Adults behave in a respectful and caring way in lessons, around school and in the way they engage with pupils. As a result, pupils develop as thoughtful and compassionate citizens. Pupils typically smile, say hello and hold doors open for adults and each other.
- The large majority of parents spoken to by inspectors, and those that responded to Parent View, expressed praise for the school and the work of the staff. The vast majority of parents felt that their children were happy and well looked after. Some, in particular, mentioned how well the staff had supported their child through difficulties in self-confidence or learning.
- The majority of pupils throughout key stage 2, and an increasing number in key stage 1, are confident learners and are happy to talk about their learning. The pupils told inspectors how proud they were of their school and how well looked after they are by adults. They also talked with pride about helping each other in their learning and looking after each other in the playground.
- Pupils who are vulnerable or have special educational needs and/or disabilities are well catered for. There is a prompt focus on early identification of need or concern and things are put in place quickly to support pupils. This reduces the barriers to learning that pupils might face and ensures their progress. Pupils who have special educational needs and/or disabilities participate fully in all that the school has to offer.
- Some pupils spoken to during the inspection were unclear about what bullying was, but, when explained, said that incidents were rare and always dealt with promptly by an adult. They were confident that teachers dealt with any unkind or negative language towards pupils quickly. A few parents did not feel that bullying was dealt with appropriately; however, the majority of parents who responded to Parent View felt that bullying was rare and where it occurred it was dealt with swiftly. Other inspection evidence confirmed that this is the case.
- Pupils were unanimous in their view that they felt safe in school and could share with inspectors many examples of how the school kept them safe, including fire drills, fences and locks on doors. Pupils were aware of how to keep themselves safe, personally and online. However, the knowledge of some pupils about safety was incomplete and hesitant, indicating that they are not given regular enough opportunities to learn about and discuss personal and online safety.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils conduct themselves well around school. They are polite and well mannered. Staff and pupils know each other well and are friendly and supportive. As a result, school is a calm, orderly and purposeful place

to learn. For example, a delightful environment is created at lunchtime in good weather, when pupils are allowed to take their packed lunches outside to eat in the playground with their friends. Pupils sit in various places around the grounds peacefully chatting and socialising.

- Pupils are encouraged, from Reception to Year 6, to take pride in their work. Pupils present their work to a consistently good standard across the school and across subjects.
- There is a productive atmosphere in the classrooms. The vast majority of pupils have a positive attitude and visibly enjoy their learning. They are attentive and eager to participate in lessons and generally work well supporting each other.
- Pupils are fully aware of how to behave and the consequences of poor behaviour. They say incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils appropriately. Pupils who have behavioural needs are well supported to ensure that their behaviour does not get in the way of their learning and does not distract others.
- Pupils have a high level of attendance. This has been consistent for the last three years. The systems for monitoring absence are rigorous and effective. Good attendance is rewarded and has a high profile in school. The occasional pupil that is persistently absent is picked up quickly and appropriate support ensures that they are soon back on track.

## Outcomes for pupils

## are good

- Pupils' achievement across the school has improved and their outcomes are now good. This is because of the determination of senior leaders and governors to raise expectations and to improve the quality of teaching.
- Pupils start school with skills, knowledge and understanding below those typical for children of this age. By the end of key stage 2, all pupils have made at least expected progress in reading and mathematics and most in writing. At present, writing is still lagging behind, but the school's in-year tracking of progress and the work in pupils' books confirm a rapidly improving picture.
- At the end of key stage 2 in 2015, pupils' attainment in reading, writing and mathematics showed an improvement on the previous year. Most pupils attained the expected level, which places them above similar pupils nationally. The proportion of pupils who achieved the higher expected standards under the new curriculum this year in reading, writing and English grammar, spelling and punctuation was similar to other pupils nationally. In mathematics, a higher proportion of pupils achieved above the expected standard.
- At the end of key stage 1 in 2015, attainment was above average for pupils achieving the level expected in writing and mathematics, and comparable in reading. This has been consistent over the last two years. Pupils achieved broadly average higher expected standards under the new curriculum this year, although few achieved above the expected standards. Again, the school's in-year tracking of progress and the work in pupils' books confirm an improving picture.
- The proportion of pupils who reach the expected standard in the national screening check for phonics at the end of Year 1 has improved since the previous inspection. In 2016, results are predicted to be just above those expected of pupils of a similar age. By the end of Year 2, the proportion of pupils with a secure grasp of phonics is higher than the national figure.
- The teaching of phonics is consistent and strongly linked to the good development of reading skills. As a result, pupils enjoy reading and talk excitedly about books. Pupils that struggle with reading have very good support to practise their skills and are proud of the progress they make.
- Pupil premium funding is used effectively to support disadvantaged pupils. As a result, they make good progress in key stages 1 and 2. Disadvantaged pupils' attainment is similar to that of other pupils in school and other pupils nationally, at expected levels. This is because school effectively monitors the progress of these pupils and ensures that they are supported well in class.
- Pupils who have special educational needs and/or disabilities make at least good progress from their starting points. The good-quality support offered by teachers and teaching assistants is very effective and ensures that pupils succeed in their learning.
- Overall in 2015, the most able pupils made at least the progress expected in reading, writing and mathematics. More progress is being made by most-able pupils in response to teachers' higher expectations of what they can achieve.

## Early years provision

## is outstanding

- Children start in Reception with skills and knowledge below, and some well below, those typical for their age and are particularly low in reading, writing and number skills. However, by the time they leave early years, the vast majority are making rapid progress. This is as a result of the successful focus and unrelenting drive of leadership to improve outcomes and provide an excellent start to the children's first year in school.
- The proportion of children who reached a good level of development at the end of Reception in 2015 was in line with the national average and is expected to be maintained in 2016. This means that the vast majority of children are well prepared and confident to start in Year 1.
- Children benefit from a vibrant and highly stimulating environment in which to learn. This is coupled with high expectations by adults, who ensure that children thrive and enjoy a very positive start to school life.
- Early years is extremely well led. Leaders have a crystal-clear view about the strengths and how to successfully improve provision further. These improvements have been instrumental in driving outcomes up and are based on a thorough understanding of children's needs and ambition for them.
- Safeguarding is effective. Risk assessments are appropriate and the classroom, inside and out, is a very safe environment, while still allowing children to try out new experiences and take appropriate risks.
- Teachers' assessment and the tracking of children's learning are of an extremely high quality. This information is precise and insightful. It is used very effectively to plan a curriculum for children that is both interesting and relevant. As a result, adults know, and respond to, the learning needs of children to great effect, including the most able, children that are disadvantaged and those who have special educational needs and/or disabilities.
- Provision is extremely well organised to create a rich and varied learning environment for all children, both inside and outdoors. Activities are fun, capture the children's imagination and allow them to practise their skills. All children whatever their ability are absorbed in their learning. For example, the current class theme has immersed children in the world of pirates, especially when a mysterious sea chest appeared in the classroom full of treasures, and two pirate captains wanted the children to join their teams to get their 'booty' back. Children have plenty of opportunity to explore, with a wide range of equipment that encourages them to build, create and try out their ideas.
- The quality of teaching is outstanding. All adults demonstrate excellent subject knowledge and are highly skilled at asking questions to draw out children's understanding. The importance placed on communication, reading, writing and mathematical skills is very evident, with regular opportunities for children to write, practise their letters and sounds, and use number in many different ways. For example, when the teacher counted in French to encourage children to tidy up quickly, she reached 'huit' (eight in French), and one child shouted to her friend, 'Hurry up, we only have two left'.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children. Children play and learn together well and have an excellent attitude to learning. As a result, children's behaviour is of a high standard.
- There are very positive relationships between parents and Reception staff. Parents are full of praise for how well their children thrive and grow in a stimulating and happy environment.
- Transition arrangements are very effective, with visits made to pre-school settings and, where possible, homes, before a child starts in Reception. New parents are invited to a meeting and are given a 'new starter' pack containing information, photographs and crayons. The pack offers ideas to parents to help ensure that their child is well prepared for school. Every effort is made to talk regularly with parents about their child's learning at school and at home. As a result, Reception staff get to know children well prior to them joining the school. The early planning of learning, based on the children's needs and interests, ensures that they settle quickly and maximises their learning from the first day.

## School details

<b>Unique reference number</b>	119226
<b>Local authority</b>	Lancashire
<b>Inspection Number</b>	10012190

This inspection 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>Telephone number</b>	01772 700636
<b>Website</b>	<a href="http://www.bookfield.lancs.sch.uk">www.bookfield.lancs.sch.uk</a>
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<b>Date of previous inspection</b>	7–8 May 2014

## Information about this school

- This school is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage
- The proportion of pupils supported by pupil premium is higher than the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has been supported by a local leader in education who was formerly the headteacher at St Peter's Catholic Primary School, Lytham.
- The school meets requirements on the publication of specified information on its website.
- The school has a breakfast and after-school club on the site run by a separate management committee.



## Information about this inspection

- Inspectors observed teaching in all classes. They watched pupils' behaviour in classrooms and assessed the school's promotion of spiritual, moral, social and cultural development. Inspectors observed pupils in the playground and during lunchtimes.
- Inspectors looked at the work in pupils' books and in the learning journals of children in the early years.
- An inspector listened to a number of pupils read.
- Inspectors held meetings with the headteacher, deputy headteachers, special educational needs coordinator, early years leader and curriculum leaders.
- An inspector met with the chair of the governing body and two other governors. A meeting was also held with a representative of the local authority.
- A group of pupils discussed their opinions about the school and their learning with an inspector, and inspectors also spoke informally with pupils in the playground and around school.
- The inspectors took account of 16 staff questionnaires.
- Inspectors considered the 24 responses to the online Ofsted questionnaire, Parent View. Inspectors also talked briefly to parents before school and during sports day.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Sue Eastwood, lead inspector

David Blackburne

Her Majesty's Inspector

Ofsted Inspector

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