

Brockwell Nursery and Infant School

Purbeck Avenue, Loundsley Green, Chesterfield, Derbyshire S40 4NP

Inspection dates

27–28 June 2017

Overall effectiveness	Good
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	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads by example. She has high expectations and strives for continuous improvement. She is well respected by pupils, parents and the community.
- Governors are ambitious for the school. They understand their roles and attend regular training to ensure that they are able to challenge leaders effectively.
- The classrooms are bright and vibrant places to learn where pupils are supported very effectively so that, if they make mistakes, they learn from them.
- Pupils are enthusiastic, confident and self-assured. The school provides a range of opportunities so that pupils can develop their social and communication skills.
- Parents and carers speak highly of the school. They value the relationships and quality of information they receive from teachers.
- Pupils are safe at the school. Staff are well trained in safeguarding and report any concerns to senior leaders. Pupils are taught effectively to manage a range of risks to their safety.
- The large majority of pupils behave well and have positive attitudes to learning. They particularly enjoy the range of after-school activities and special visitors to the school.
- Pupils have a strong awareness of spiritual and moral issues. They are confident socially and have been taught British values well.
- The early years is a safe, well-resourced and exciting place to learn. Children enjoy learning together and play cooperatively. Staff have ensured that children have good routines. The proportion of children who have reached a good level of development has risen each year.
- However, teachers in the early years do not always plan and deliver learning tasks that are as demanding as they could be. This means that the most able children do not have enough opportunities to build on their skills over time.
- Leaders and governors do not check often enough that professional training is being used effectively by teachers to secure the intended improvements, particularly in teaching and learning.
- Teachers do not consistently challenge the most able pupils. Work is often too easy and does not challenge pupils to think more deeply. This means that they do not make as much progress as they should.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - leaders and governors routinely monitor and evaluate the impact of professional development on improving pupils' achievements.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - the most able pupils are moved on to appropriately challenging work more quickly so that their progress is accelerated further.
- Improve the quality of provision in the early years by ensuring that:
 - teachers plan and provide learning tasks that build on children's skills over time so that a greater proportion of the most able children exceed the early learning goals, particularly in reading and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is well respected by parents, pupils, governors and staff. She ensures that staff work closely together and that they communicate continually so that they can share ideas on how to be more effective. Leaders acknowledge that there has been a decline in standards. However, they have halted this decline and pupils' achievements are now improving.
- The headteacher understands the many strengths of the school; she has a clear idea of what needs to be improved to accelerate the progress of pupils in areas where it is not as rapid as it should be. The school's self-evaluation sets out a number of key areas for further improvement. Leaders have focused sharply upon improving the curriculum and ensuring that the school's assessment procedures are fully embedded.
- The curriculum is broad and balanced. It provides pupils with rich and stimulating opportunities so that they can learn and develop new skills. The curriculum is particularly effective at securing good spiritual, moral, social and cultural development. For example, pupils have had opportunities to visit Derby's Open Centre to learn about a range of religions, their places of worship, customs and traditions. Pupils wrote about their experience and clearly showed that they understood the differences in the places of worship.
- The provision for pupils who have special educational needs and/or disabilities is effective. Staff receive appropriate training so that they can support the range of needs in the school. They work well with external agencies to support the progress of vulnerable pupils and ensure that their needs are specifically met. Teachers and teaching assistants monitor individual pupils' progress well. Additional funding for these pupils is used appropriately.
- Pupil premium funding is allocated well to disadvantaged pupils to improve their attainment and progress. These pupils receive extra support from dedicated teachers who work with disadvantaged pupils to help target their specific learning needs in classes.
- The additional funding for primary physical education (PE) and sport is used effectively. Pupils told inspectors that they are keen to stay fit and healthy. They know that eating a healthy diet is important and they particularly enjoy 'Fruit Friday'. Pupils use a range of sports equipment at lunchtimes and are supported well by play leaders. Pupils told inspectors that they particularly enjoyed yoga, dancing, and clay sessions after school.
- The headteacher has established rigorous performance management and provided continuing professional training opportunities for staff, linked to their targets. However, leaders and governors do not yet check the effectiveness of the training well enough. This means that leaders and governors do not know if training is improving the quality of teaching and learning as well as it should.

Governance of the school

- Governors are ambitious and eager to improve the school further. They have a broad range of skills and expertise which enables them to fulfil their key responsibilities. They

meet frequently with leaders to discuss the provision for pupils and the quality of teaching, learning and assessment. They understand their strategic role and responsibilities well. They check the performance management of teachers effectively and ensure that they have the necessary information to make informed decisions about pay progression of all leaders and teachers.

- Governors attend training regularly. This ensures that they are able to challenge leaders effectively and keeps them up to date with the responsibilities and expectations placed upon governors.
- Governors check regularly that the school building is safe and that risk assessments are in place.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher ensures that all staff are appropriately trained in safeguarding, and aware of the risks to pupils posed by radicalisation and extremism. Staff know they have a duty to be vigilant and know well the different forms of abuse.
- The headteacher is tenacious in her approach to the management of child protection. She keeps detailed and accurate records when a concern is raised about a pupil's welfare. Actions taken by outside agencies and staff are diligently recorded on pupils' records to ensure that the needs of the pupil are being met in a timely manner.
- All of the checks to help keep children safe are carried out thoroughly. For example, the recruitment checks on staff's suitability to work with children are thorough.
- The school's single central record of staff and visitor checks meets all requirements. Staff training is kept up to date and staff have a clear understanding of what to do when they have any concerns about a pupil's welfare.
- The school works effectively with outside agencies to safeguard pupils. Leaders respond promptly to concerns and ensure that there is early support in place for vulnerable pupils. Action is prompt, with effective guidance to support families.

Quality of teaching, learning and assessment

Good

- The large majority of teaching and learning in the school is good. Pupils are enthusiastic and motivated to learn. In a mathematics lesson, for example, pupils were able to work together as a group to make biscuits so they could learn how to weigh ingredients accurately. The teaching assistant supported their learning well, using effective questioning skills to deepen their understanding. All pupils remained focused throughout the activity and were keen to make the best biscuits possible.
- Teachers plan and provide fun and interesting learning opportunities so that pupils can use and apply their knowledge and understanding to real-life situations. In a Year 2 class, for instance, pupils were challenged to think carefully about the mass of objects and place them in order. Pupils confidently used mathematical vocabulary to establish which item was the heaviest and which item was the lightest. Classmates enthusiastically challenged each other with the order of the objects and provided reasons for their answers.

- The teaching of reading is effective. Pupils have regular opportunities to read with an adult. Where pupils find reading a challenge, they receive additional support from adults to ensure that they make the progress of which they are capable. Pupils have opportunities in their phonics lessons to use and apply their skills well at word and sentence level. The most able pupils have well-developed comprehension skills and are able to discuss their reading preferences.
- Classrooms are bright and vibrant places to learn. Displays support pupils' learning well with key information so that they can become independent learners. Pupils know what to do if they are unsure through using the '5 Bs' approach of looking at their book, using the board, asking their 'buddy', using their brain or speaking to 'the boss' – the class teacher. Pupils are taught these skills well and so are able to get on with their work independently.
- Disadvantaged pupils and those pupils who have special educational needs and/or disabilities are well supported in their classrooms. Where necessary, teachers provide carefully selected additional resources to help pupils overcome misconceptions and to make faster progress. Teaching assistants work well with teachers to support pupils' learning, particularly those who need to catch up.
- Teachers do not consistently plan and deliver learning tasks that meet the needs of specific pupils, particularly the most able. These pupils finish their work quickly in lessons because it is not challenging enough. Workbooks show that they spend too much time on tasks that they have already mastered. This means that the most able pupils do not make the accelerated progress of which they are capable.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils who spoke to inspectors said that they feel safe in school and that bullying is rare. They know whom to go to should they have a concern.
- Pupils are taught how to keep safe online. They told inspectors that they must not share personal information about themselves with someone they do not know on the internet. One pupil explained that she would not share personal information with a stranger in the community and would apply this to how she behaves on the internet.
- The school organises visitors to talk to pupils about other risks such as water safety. Pupils told inspectors what they could do if they faced difficulties in open water situations. Pupils were reflective about the visitor's talk and they knew that they could use a football as a buoyancy aid.
- Pupils understand the importance of staying healthy. They know that it is important to eat a healthy diet and to stay active. They explained how they enjoy taking part in the school's many after-school sports clubs.
- Leaders see pupils' welfare as their priority. They have established a nurture group for those pupils who are recognised as having low self-esteem or lacking confidence. Teaching assistants have received extensive training to ensure that they meet pupils' needs well with this provision.

Behaviour

- The behaviour of pupils is good. Pupils are confident and self-assured. Pupils respect their classmates' ideas and views. For example, pupils have daily opportunities to work in pairs and share their ideas. They do this with ease and confidence.
- Throughout the day, pupils conduct themselves well. They enjoy their breaktimes and cooperate well in team games. Play leaders happily support other pupils to create games and activities. Adults supervise pupils well during breaktimes.
- All parents who spoke to inspectors have no concerns regarding the personal development, behaviour and welfare of their children. They spoke positively about the school.
- The large majority of pupils behave well at the school. They settle quickly to tasks and cooperate well in lessons. They follow the instructions they are given and complete their tasks to the best of their ability.

Outcomes for pupils

Good

- In 2017, the proportion of pupils who have met the expected standard in the phonics screening check in Year 1 is higher than the 2016 national average. Phonics is taught effectively and pupils are able to apply their skills well.
- Published information for 2016 shows that pupils' attainment at the end of key stage 1 was in line with the national average. However, the proportion of pupils attaining the higher standard at the end of key stage 1 was below the national average in reading, writing and mathematics. Historically, attainment in all subjects has been significantly above the national average.
- Current school information shows that, this year, a greater proportion of pupils have attained higher standard in reading, writing and mathematics, compared to those who achieved this standard the previous year. Pupils have a range of opportunities to practise their writing skills. Mathematics tasks enable pupils to practise their skills and apply their knowledge well. Current outcomes show that girls, in particular, have improved their attainment in mathematics compared to last year's results.
- Although the majority of the most able pupils do not make rapid gains in their learning, pupils' workbooks show that pupils overall make good progress over time in a range of subjects.
- Pupils who have special educational needs and/or disabilities are supported well and make good progress from lower starting points. Staff quickly identify their needs and provide well-targeted additional help. Skilled teaching assistants support pupils well, and promote their independence by taking care not to give them more help than they need. As a result, these pupils with special educational needs and/or disabilities gain confidence in their ability to learn and succeed at school.
- Disadvantaged pupils' workbooks show that they make the progress of which they are capable, including the most able disadvantaged pupils. The pupil premium is spent effectively and teachers tailor tasks well enough to meet their specific needs.
- Recent school information shows that disadvantaged pupils have improved their

attainment in writing and mathematics compared to last year's school results. The proportion of disadvantaged pupils achieving the higher standard in reading this year has increased considerably.

Early years provision

Good

- Leadership of the early years is good. The early years leader is passionate about giving children the best possible start to their school life and the well-being and safety of children is central to every aspect of the team's work.
- The vast majority of children start Nursery with skills which are broadly typical for their age. The combination of good teaching and warm and nurturing relationships enable children to make good progress from their different starting points.
- The proportion of children attaining a good level of development has been sustained over previous years and has further increased this year. The attainment of boys has improved. The gap between girls and boys that has been evident in previous years is now diminishing.
- Children are well supported on entry to Nursery and Reception. Staff ensure that they understand the individual needs of children before they start. Parents say that they particularly value the 'pre-start' taster sessions which they attend with their children.
- The teaching of phonics and literacy is now a strength across the early years. The most able children in Nursery are starting to write their own sentences independently and apply their knowledge of initial sounds and familiar words.
- Teachers and teaching assistants have an in-depth understanding of the learning and development requirements of the early years statutory framework. They are particularly skilled at supporting the characteristics of effective learning. Staff continually use very specific vocabulary to praise children's achievements. For example, staff can be heard saying 'good thinking', 'good trying' and 'well done, that was tricky'. This in turn promotes strong attitudes to learning.
- Staff use open questions sensitively and skilfully to check children's understanding and to extend their vocabulary and thinking.
- Staff support children extremely well in developing their personal independence. Nursery children learn how to put on their coats for outside play and to understand the importance of washing their hands before eating. In the Reception classes, children get dressed for PE by themselves. They take pride in looking after their own belongings and in helping to tidy up and look after the toys and equipment in their classrooms.
- Provision in the early years reflects the highly inclusive nature of the whole school. Staff work effectively with other agencies and frequently go the extra mile to ensure that children with complex combinations of medical and learning needs are fully included in every aspect of play and learning. As a result, children with special educational needs and/or disabilities thrive during their time in the Nursery and Reception classes and, in line with other children, are well prepared for Year 1.
- The daily routine is organised to provide a good balance between adult-led and children's self-chosen activities. However, some of the resources which are available to children during their self-chosen activities, in both the Nursery and Reception classes,

do not offer sufficient challenge. Consequently, there are times when the most able children are engaged in activities for significant periods but are not developing new skills or making strong progress.

School details

Unique reference number	112673
Local authority	Derbyshire
Inspection number	10031195

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Nursery and infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mr Steve Farnsworth
Headteacher	Mrs Catherine Harris
Telephone number	01246 232034
Website	www.brockwellinfantschool.co.uk
Email address	headteacher@brockwell-inf.derbyshire.sch.uk
Date of previous inspection	19 September 2007

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average infant school.
- The proportion of pupils supported through the pupil premium funding is much lower than average.
- The proportion of pupils from minority ethnic backgrounds is well below average. Most pupils are of a White British background.
- The current headteacher has been in post since September 2015.

Information about this inspection

- The inspectors observed learning in all key stages of the school and in all classes. One of the observations took place accompanied by the headteacher. In total, 11 lessons, or parts of lessons, were observed. The inspectors also scrutinised many examples of pupils' work.
- The inspection team held meetings with senior leaders, subject leaders, representatives of the governing body and pupils. They looked at the views of 43 parents who had responded to the school's most recent questionnaire.
- The inspectors looked at a wide range of documentation, including the school's development plan and self-evaluation, policies and records related to safeguarding, records of pupils' behaviour, the school's information about pupils' outcomes and attendance, and records of meetings of the governing body.

Inspection team

Emma Nuttall, lead inspector	Her Majesty's Inspector
Vic Wilkinson	Ofsted Inspector
Clare Cossor	Ofsted Inspector

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