

Brookfields Primary School

2 Hingeston Street, Hockley, Birmingham, West Midlands B18 6PU

Inspection dates

5–6 December 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Pupils and parents say that bullying is not dealt with effectively by leaders, and as a result it reoccurs.
- Pupils' behaviour on the playground is not supervised well enough by staff. Pupils' behaviour is very boisterous, with frequent incidents of play-fighting.
- Leaders' systems for reporting and monitoring behaviour or the use of physical interventions are not robust. As a result, they do not have an accurate picture of behaviour incidents and do not address them in a timely or effective way.
- Leaders have been slow to ensure that pupils are being given the right support to improve their learning.
- The support for pupils who have special educational needs (SEN) and/or disabilities is not well-led and managed. Additional support is not put in place in a timely way to ensure that pupils receive the help they need.
- A significant minority of parents do not have confidence in the leadership of the school. These parents do not feel that their concerns are listened to.
- The quality of teaching has declined since the last inspection. Teachers are not ensuring that work is matched closely enough to pupils' abilities. Some pupils are not fully engaged and exhibit low-level disruptive behaviour.
- Pupils' attendance is below the national average and shows no signs of improvement. The level of persistent absence is high. The number of pupils receiving fixed-term exclusions is rising.
- Leaders do not analyse performance information about pupils well enough. As a result, they do not have a clear understanding of where additional support is required to improve pupils' outcomes.
- The most able pupils are not being stretched sufficiently in their learning, to reach the standards of which they are capable.
- Pupils' progress in reading and writing at the end of key stage 2 declined in 2017. Few pupils achieved greater depth in their writing.
- Support for pupils who speak English as an additional language is not yet targeted sufficiently well.

The school has the following strengths

- The early years provision provides children with a good start to their education.
- Phonics outcomes have improved year on year and are now above the national average.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve the behaviour of pupils so that:
 - pupils are actively supervised on the playground, and are supported to engage in appropriate play-based activities
 - the number of fixed-term exclusions falls.
- Improve the leadership and management of the school by ensuring that:
 - leaders adopt a systematic and robust approach to reporting, recording and monitoring all behaviour incidents
 - leaders use the information they collect about behaviour incidents, including all types of bullying, so that they can identify any emerging patterns and intervene in a timely and effective way to reduce the number of incidents that occur
 - the school's behaviour policy is explicit about the use of physical interventions, with clear expectations regarding the recording and reporting of these interventions, and the support that pupils and staff should expect to receive following an incident of physical intervention
 - governors monitor the frequency and type of behaviour incidents so that they can challenge and support leaders appropriately
 - systems for tracking and analysing pupils' attendance improve, so that interventions can be targeted appropriately, leading to a reduction in the levels of absence and persistent absence
 - leaders analyse the wealth of information they hold about pupils' progress and attainment so that they have a better understanding of how well different groups of pupils are achieving, and can provide appropriate support in a timely way
 - pupils who speak English as an additional language are taught by suitably trained staff and their support is well planned and targeted
 - leaders and governors develop positive strategies to re-engage parents and carers in all aspects of the school's work.
- Improve the leadership and management of the provision for pupils who have SEN and/or disabilities so that:
 - leaders have a clear understanding of the range and type of interventions required to support this group of pupils
 - leaders track the progress and attainment of the lower-ability pupils more closely
 - pupils receive the support they need in a timely way
 - pupils' progress and attainment improves.

- Improve teaching, learning and assessment by matching work more closely to pupils' abilities so that:
 - higher-ability pupils receive the challenge they require
 - pupils are engaged in their learning, thereby reducing low-level disruption in the classroom.
- Continue to improve outcomes for all groups of pupils, building on the successes seen in the early years foundation stage, so that progress and attainment in all subjects, and particularly in reading and writing, improves.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders are well-intentioned, but they have been slow to secure improvements to the school where they are needed. Their self-evaluation is overgenerous and the school's development plan is not focused sharply enough on measurable outcomes.
- Leaders collect a wealth of information about pupils' progress, attainment, attendance and behaviour. However, they do not have effective systems in place to enable them to use this information to improve pupils' outcomes. As a result, actions are not targeted where they are needed and governors are unable to monitor the impact of these actions.
- Systems for reporting and monitoring behaviour are not robust. Leaders were unable to provide information about the number of behaviour or bullying incidents because they do not record, monitor and analyse this information sufficiently well.
- A small but significant minority of parents lack confidence in the school's leadership. The majority of parents to whom inspectors spoke on the school playground, or who gave their views via Ofsted's online Parent View survey, expressed concerns about the school. They feel that behaviour is not managed effectively by leaders, and bullying is not dealt with. These parents feel that they are not listened to by leaders.
- Leadership of the provision for pupils who have SEN and/or disabilities is weak. There is a lack of clarity regarding the support that pupils receive. Leaders are not sufficiently clear about the impact of any support on pupils' outcomes. While leaders could provide some information about pupils' attainment, expectations about progress were less clear. No current progress information was provided to inspectors for the least able pupils who have SEN and/or disabilities.
- Leaders recognise that pupils who have SEN and/or disabilities need additional support in their writing. However, this support has only just been put in place. Leaders could not provide any evidence to show how they monitor the impact that additional support has on pupils' progress.
- Information about pupils' progress and attainment is not analysed systematically by leaders to enable them to target additional support where it is needed the most. Leaders are able to provide some evidence of where improvements are being made, but this is not evaluated sufficiently well.
- Support for the significant number of pupils who speak English as an additional language is at an early stage of development. As a result, information about pupils' language needs is not yet analysed to target support where it is needed. Staff have not received sufficient training or development to be effective in their roles.
- Leaders have not ensured that there is a consistent approach to supporting pupils in their language development. For example, the effective promotion of language in the early years environment is not reflected in other areas of the school.
- Leaders have only recently begun to seek external support for school improvement. Historically, the local authority has only provided light-touch support to the school, which has not brought about the improvements required.

- Staff have a good knowledge and understanding of individual pupils and their families. Staff to whom inspectors spoke to said that the school is like a 'family'.
- Leaders have ensured that the curriculum is broad and balanced, and provides opportunities for pupils to take part in engaging themes and topics. For example, inspectors observed pupils enjoying tending to their allotment garden and learning how to play the ukulele.
- Leaders have ensured that pupil premium and sport premium funding are used well to support pupils who are disadvantaged. As a result, these pupils are now performing as well as, or sometimes better than, other pupils within the school. However, there are still significant gaps in outcomes compared to other pupils nationally. Leaders and governors are not yet evaluating the impact of the use of additional funding with sufficient rigour.
- Leaders know that improvements are needed in teaching and learning. They have developed their 'GROW' model of coaching and intervention for staff. Teachers have the opportunity to work in coaching triads to support each other. Staff say that they value the support they receive for their professional development, both within school and through the local teaching alliance. Newly qualified teachers are supported well.
- Staff told inspectors that the recent changes implemented by leaders have contributed to improving their overall work-life balance.
- As a result of the improvements required to pupils' personal development, behaviour and welfare, the school should not appoint newly qualified teachers.

Governance of the school

- Governors have a good understanding of the school's strengths and weaknesses, and they know where improvements need to be made. They recognise that the school's development plan in its current format does not enable them to check sufficiently well where improvements are being made.
- Recent changes to the school's governing body mean that governors possess a wide range of skills to support the school in its work.
- Most governors have completed training to help them carry out their role effectively. However, some governors have not yet completed safeguarding training.
- Governors' visits to the school to check on all aspects of the school's work have recently become more focused.
- Governors have been instrumental in establishing a new group to support parents to develop their English speaking skills.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff have received relevant training to help them identify any risks that pupils may be exposed to, including the government's 'Prevent' duty guidance and an understanding of female genital mutilation. Leaders keep records of staff's attendance at training. Leaders say that they follow up staff who have missed training, but they have not updated their records to reflect this.

- Most staff know that if they have a concern, they should report it to the designated safeguarding leader. While lunchtime supervisors were clear about reporting their concerns, there were mixed responses regarding to whom those concerns should be reported.
- Safeguarding records are kept securely, and leaders make sure that they attend key meetings about pupils' welfare. Leaders assert that actions from meetings are always followed up, but the recording of these actions is not consistent.
- Leaders carry out appropriate recruitment and vetting procedures when appointing new members of staff.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is variable across the school. While there are strengths in teaching, these are not consistent across all year groups. The strongest teaching is in Years 5 and 6.
- Work is not sufficiently well matched to pupils' abilities, particularly for the most able and least able pupils. Where pupils find learning too easy or too difficult, they lose interest in their learning. Inspectors saw frequent low-level disruption in some lessons. Pupils told inspectors that this behaviour is typical, and that it disrupts their learning.
- On some occasions, teachers' lack of subject knowledge creates misunderstandings and misconceptions for pupils.
- Inspectors saw several examples in pupils' books where spellings were marked correctly when they were not correct, or vice versa. On occasion, teachers are reinforcing incorrect spellings in displays and books, or not following school policy in correcting the spelling of subject-specific vocabulary.
- Books evidence limited opportunities for pupils to write at length. As a result, the most able pupils are not fully stretched and pupils are not developing stamina for writing.
- Pupils are encouraged to practise their writing on whiteboards in lessons, but this work is then erased at the end of the lesson. As a result, pupils are unable to reflect on their learning over time and address any misconceptions that they have made.
- On some occasions, pupils are not supported sufficiently well to access the task they have been given. In a mathematics lesson, pupils were using practical resources when trying to complete a subtraction task, but the equipment confused them and became a distraction rather than a help. In a cross-curricular writing lesson about the digestive system, too much emphasis was placed on facts about the digestive system, rather than the support needed for pupils to develop their writing skills.
- Information that teachers give to pupils about their work does not consistently help pupils to improve.
- In most lessons, inspectors saw good relationships between teachers and staff. Pupils respond well when teachers reinforce their expectations of good behaviour.
- Teachers use questioning well to develop pupils' learning. In a Year 2 lesson, teachers checked pupils' understanding of how they had constructed a bridge by asking, 'How did you...?', and 'What happened then?' Pupils' enjoyment of the activity was clear, and

they were able to talk about what they had learned. In a Year 6 lesson, the teachers' effective questioning enabled pupils to develop their inference and deduction skills in a reading activity.

- When teaching assistants are directed well, the support they give to pupils in lessons is effective.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils expressed concerns about bullying in the school and told inspectors that it was not dealt with consistently by leaders and staff. This view was echoed by a number of parents, in face-to-face discussions on the playground, and through Parent View, Ofsted's online survey. Pupils understand what bullying means and talk about strategies they can use to help them. However, the school's work to address bullying incidents appears to have had limited impact.
- Pupils know about cyber bullying and have an understanding of how to stay safe on the internet.
- Some pupils learn to take on additional responsibilities by acting as play leaders at lunchtime or as sports ambassadors assisting with local sporting tournaments.
- Pupils who are new to the school appreciate the support they receive from a 'buddy', another pupil who helps them in their first few months at school.
- Leaders promote the value of respect throughout the school and some pupils are able to talk positively about this. Pupils are developing their understanding of the language of children's rights, and inspectors saw this reflected in some class discussions.
- Inspectors saw several examples of pupils moving around the school building in a calm and respectful way, holding doors open for visitors.
- Pupils with medical conditions are supported well in school.

Behaviour

- The behaviour of pupils is inadequate.
- The recording of physical interventions is weak. Staff told inspectors that they have been trained to carry out physical interventions but the system for recording these is not secure or detailed. Following an incident, there is no record of a review, or support for pupils and staff who are involved. The school's behaviour policy does not make reference to the use of physical interventions. Parents are therefore not adequately informed about the school's policy regarding physical intervention.
- Pupils' behaviour on the playground is very boisterous. There are frequent incidents of play-fighting. Inspectors did not see staff intervening. Pupils told inspectors that this behaviour is typical, describing outdoor playtime as 'chaos'. Pupils said that because of

this behaviour they feel unsafe. Pupils told inspectors that the fighting doesn't stop because pupils are not told to stop.

- Systems for recording incidents of behaviour are not robust. Leaders do not analyse the frequency or type of incidents that take place in school so are unable to identify any emerging trends in behaviour. While there are electronic individual pupil logs, these are not scrutinised regularly.
- Fixed-term exclusions continue to increase, year on year. Leaders say that they avoid excluding pupils where possible and use internal exclusions on occasions. Records show that the use of internal exclusions is also not reducing.
- Pupils' attendance at school is below the national average and shows little sign of improvement. Leaders have recently taken steps to address this, but the impact of their actions is not yet evident. Leaders do not have an accurate understanding of persistent absence. Persistent absence is very high and in the top 10% of all schools nationally.

Outcomes for pupils

Requires improvement

- In 2017, while standards in attainment at the end of key stage 2 improved, results remained below the national average, particularly in reading. Fewer pupils achieved greater depth in their reading in 2017, and only a small number achieved greater depth in their writing.
- In 2017 at the end of key stage 2, rates of progress in reading and writing have declined further. In reading, progress rates are in the bottom 20% of all schools nationally.
- In mathematics, progress and attainment at the end of key stage 2 in 2017 improved. While levels of progress remain below those seen nationally, they are closer to the national average.
- In 2017, outcomes for disadvantaged pupils at the end of key stage 2 followed a similar pattern, and were higher than their non-disadvantaged peers.
- At the end of key stage 1 in 2017, attainment, which was previously broadly in line with the national average, declined in reading and declined significantly in writing. No pupils achieved greater depth in their writing. Disadvantaged pupils performed broadly in line with their non-disadvantaged peers in school, but below other pupils nationally. There is a similar picture for pupils who have SEN and/or disabilities.
- While pupils have the opportunity to take a library book home, they do not take home reading books that are matched to their ability. Leaders confirmed that pupils do not have individual reading records so teachers are unable to check how frequently pupils read at home.
- The proportion of pupils meeting the standard required in the Year 1 phonics screening check has risen year on year and is now above the national average. Outcomes for disadvantaged pupils are higher than those achieved by their non-disadvantaged peers.
- The progress that the most able pupils make in their learning is not as strong in writing and mathematics. At the end of key stage 2 in 2017, the improved rates of progress seen in mathematics for other pupils were not achieved by the most able pupils.

- The progress that pupils who have SEN and/or disabilities make is variable. While improvements at the end of key stage 1 have been made in speaking and listening, this was not the case in reading, writing or mathematics overall.
- Leaders are not yet analysing progress information for different groups of pupils, including those who speak English as an additional language, or those who have SEN and/or disabilities. For the least able pupils, the most recent progress information made available to inspectors was from 2016.
- This term, leaders have introduced a whole-school approach to limit the quantity of written work in books. Leaders were unable to provide any other assessment information about the current progress of pupils, so it is difficult to see whether pupils have made sufficient progress in their learning this term.

Early years provision

Good

- Improved outcomes for children in the early years provision mean that they are well prepared for the additional challenges they face in Year 1.
- From their low starting points on entry, the proportion of children achieving a good level of development has improved year on year and is now above levels seen nationally.
- External support and well-planned professional development opportunities for staff have had a positive impact on the improved outcomes seen in the early years provision.
- Relationships between staff and children are strong. Staff have high expectations of children's behaviour, frequently reinforcing their expectations of 'good listening' and 'good sitting'. As a result, children are calm and behave well.
- The early years leader, who has been in post for a year, has an accurate understanding of the strengths and areas for development in the phase. She is developing the use of assessment information well to target additional support for the children. Children's learning journals show that they are currently making strong progress.
- Staff support children's learning well by asking them focused questions about the activities in which they are engaged. This effective questioning encourages children to think about and explain their actions.
- Inspectors saw children responding enthusiastically to teacher's questioning during a speaking and listening activity about 'feeling happy'. The children took turns to answer questions and listened carefully to the thoughts and feelings of others in the group.
- Children are safe in the setting and welfare requirements are met.
- On some occasions, children are not given enough opportunities to develop their skills as independent learners. Some activities are not yet suitably focused on the skills children need to develop.

School details

Unique reference number	103175
Local authority	Birmingham
Inspection number	10039850

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	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair	Sue Twells
Headteacher	Julie Berrow
Telephone number	0121 675 1897
Website	www.brookfields.bham.sch.uk
Email address	enquiry@brookfields.bham.sch.uk
Date of previous inspection	21–22 November 2013

Information about this school

- Brookfields Primary School is a larger than average primary school. Since the last inspection, the number of pupils on roll has increased.
- A significantly high proportion of pupils join the school at different times of the school year.
- The number of pupils eligible for pupil premium funding is twice the national average.
- The school is located in an area of deprivation much higher than the national average.
- While half of the pupils speak English as an additional language, many converse well in English.
- A large number of ethnic groups is represented at the school. One third of pupils are Black or British African, which is the largest single group.

- The number of pupils the school identifies as requiring SEN support is much higher than the national average.
- The school runs a breakfast club.
- The school meets requirements on the publication of specified information on its website.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- Inspectors visited parts of lessons in all key stages, most observations were undertaken jointly with senior leaders.
- Inspectors met with two separate groups of pupils and talked to pupils informally on the playground. Inspectors heard a selection of pupils read, looked at work in pupils' books, and talked to pupils about their learning.
- Inspectors met with the headteacher, senior and middle leaders and a group of staff. The lead inspector met with the chair and vice-chair of governors and the governor with responsibility for safeguarding.
- There were no responses submitted by staff and pupils to Ofsted's online questionnaires.
- Inspectors talked to a number of parents during the inspection and considered the 22 responses to Parent View, Ofsted's online questionnaire.
- Inspectors scrutinised a range of school documents, including: the school's self-evaluation, development plan, minutes of meetings of the governing body, external adviser reports, information about managing staff performance and information about pupils' attainment. Inspectors reviewed information about safeguarding, behaviour, attendance and exclusions.

Inspection team

Deb Jenkins, lead inspector	Her Majesty's Inspector
Gail Peyton	Ofsted Inspector
Mel Davies	Ofsted Inspector
Ellen Taylor	Ofsted Inspector
Gareth Morgan	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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