

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
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Miss Paula Evans  
Headteacher  
Brookfield Park Primary School  
School Lane  
Chapel House  
Skelmersdale  
Lancashire  
WN8 8EH

Dear Miss Evans

### **Short inspection of Brookfield Park Primary School**

Following my visit to the school on 23 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Your drive and enthusiasm for learning is embodied in your school motto of 'learning together'. Your aspirations are shared by leaders, staff and governors. You have established a team that is committed to ensuring that pupils receive a high standard of education, in a caring and supportive environment.

You and your staff have worked effectively to tackle the areas for improvement identified at the last inspection. You have successfully implemented changes to the way spelling is taught. Consequently, over the last three years, there has been an increase in the proportion of pupils achieving the national standard in grammar, punctuation and spelling by the end of key stage 2. These improvements have also had a positive impact on the progress that pupils make in writing, particularly disadvantaged pupils. As a result, a higher proportion of pupils are working at a greater depth. That said, you have correctly identified that a higher proportion of pupils should be working at a greater depth in mathematics. You have wasted no time in addressing this issue and your actions are beginning to improve the progress that pupils make in mathematics. Nevertheless, this remains a key area for further development.

The quality of teaching has improved since the last inspection. Learning activities mostly meet pupils' needs and interests and provide them with appropriate challenge. Pupils understand clearly the next steps in their learning in order to improve the quality and accuracy of their work. The positive attitudes towards

learning throughout the school contribute effectively to the progress that pupils make. You have established a strong culture of professional dialogue, support and challenge among your staff. They appreciate the opportunities that they have to share skills and knowledge with each other, and with colleagues in other schools.

Pupils are polite and courteous. The older pupils take their responsibilities very seriously and act as role models for the younger pupils. These pupils enjoy being members of committees and being house captains. They enjoy the opportunities that they have to visit other places and to participate in a wide range of sporting activities. Pupils spoke enthusiastically about the way in which teachers make learning fun and interesting. They are particularly animated about the work they are doing around the history of the local area and the changes that have happened over time. They enjoy the challenges that they are given, particularly the recent improvements to mathematics. One pupil said: 'Lessons really help you with your thinking and how you can find ways to solve problems.' They are proud of their school and feel cared for and valued.

The overwhelming majority of parents spoken with during the inspection, and those who accessed Parent View online, spoke very positively about the school. They appreciate the care, guidance and support that they receive from you and your staff. Parents of pupils who are new to the school are very pleased with the way that their children settle in so quickly. One parent said: 'I've seen my child thrive and grow in confidence since joining the school in key stage 2 last year.' Parents of pupils who have special educational needs (SEN) and/or disabilities commented very positively about the help they have received.

### **Safeguarding is effective.**

The leadership of the school has ensured that all safeguarding arrangements, including online filtering arrangements, are fit for purpose. Staff and governors receive regular training and know what to do if they have any concerns. An effective and efficient system ensures that the most vulnerable pupils are identified quickly and they receive the help they need.

Pupils have a very clear understanding of how to keep themselves safe, particularly online. They feel school is a safe place to be. They also said bullying is rare and behaviour is good.

### **Inspection findings**

- During the inspection, we looked together at several lines of enquiry. The first was about attendance. You have introduced a number of imaginative incentives, which are having a positive impact on attendance. For example, the ice-cream parties for pupils who attended regularly each term are very popular. Attendance remains above the national average, which has a direct impact on improving progress rates for pupils who attend school regularly.
- Staff robustly follow up when any pupils are absent. You know the families

extremely well and work closely with other agencies to provide the support that they need. You have been relentless in your drive to improve the attendance of a number of pupils who are persistently absent. As a result, their overall attendance is improving. For a small proportion of pupils, health-related issues have led to considerable absence from school. You have rightly identified the need to continue to develop further ways to engage with parents, so that they can support their children to make good progress.

- Next we discussed how effectively pupils are supported to catch up quickly in key stage 1. You accurately identified the very specific reasons for the dip in the proportion of children reaching a good level of development by the end of the Reception Year in 2017. You know your pupils well and the positive relationships in school contribute effectively to the progress pupils make. Activities accurately match the needs and interests of pupils. Teachers use carefully crafted questions to challenge pupils and to encourage them to expand on their ideas and explanations, particularly in mathematics in key stage 1. Teachers accurately use a range of assessment information to identify the 'next steps' in pupils' learning. Pupils know what they need to do to improve. As a result, the majority of pupils are making stronger progress towards the national standards at the end of key stage 1.
- Teachers use assessment information very effectively. As a result, they know when pupils are not making the progress that they should, and are able to identify the precise gaps in pupils' learning. Highly trained support staff have the skills needed to help pupils to make accelerated progress. As a result, pupils catch up quickly. For the disadvantaged pupils who also have SEN and/or disabilities, evidence seen during the inspection shows they are making strong progress from their individual starting points in most subjects.
- We also discussed how effectively the additional funding for disadvantaged pupils has been used. Leaders have accurately identified the barriers to learning for disadvantaged pupils. Highly trained staff provide effective nurture and guidance for the most vulnerable pupils. This enhances their attitudes to learning, and has a positive impact on the progress that they make. You work effectively with a range of other professionals to support pupils and families. As a result, parents are developing the skills that they need to support their children's learning.
- You have ensured that staff have the skills and resources they need to help pupils catch up quickly. Activities closely match the needs of the pupils, and, as a result, the progress pupils make is improving. The school's own assessment information indicates that outcomes for disadvantaged pupils are improving over time, especially in reading and writing. However, you acknowledge that a higher proportion of disadvantaged pupils should reach the national standards by the end of key stage 2, particularly in mathematics.
- The proportion of pupils who have SEN and/or disabilities, and those who have an education, health and care plan, is increasing. We discussed how this group of pupils are supported in school. Highly trained staff use a wide range of evidence to quickly identify pupils who may have SEN and/or disabilities. You work closely with a range of other agencies and professionals to ensure that the right support and facilities are in place. As a result, teachers and support staff provide a range

of activities that accurately match pupils' individual needs. Leaders evaluate regularly the impact of such activities and identify and implement any changes necessary. Detailed records show that pupils make strong progress from their starting points over time. Parents commented very positively on the help and support provided by you and your staff. They are pleased with the progress their children make.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they accelerate the progress pupils make, particularly in mathematics, so that a higher proportion of pupils are working at a greater depth by the end of key stage 2
- more ways are used to engage parents, so they can support their children and the progress that they make.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Amanda Stringer  
**Her Majesty's Inspector**

### **Information about the inspection**

During this inspection, I met with you, other members of the leadership team and staff. I also met with the chair of the governing body and five other governors. In addition, I met with a representative from the local authority. I conducted a learning walk with you and we visited classes, where I had the opportunity to speak with pupils and look at their work. I met with a group of pupils during the day, formally, and I spoke with a number of parents in the playground at the start of the school day. I also took account of the free-text comments and the 144 responses to Parent View, Ofsted's online questionnaire for parents. I scrutinised pupils' assessment information, the school's self-evaluation document and your school improvement plan. I also scrutinised the single central record, and other documents relating to safeguarding and child protection procedures and practices.