

# Brookfield Community School

Chatsworth Road, Chesterfield, Derbyshire S40 3NS

## Inspection dates

25–26 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching varies too much both within and between subjects. Too often teaching does not take account of pupils' learning needs.
- Teachers' expectations of what pupils can do and achieve are too low. Teaching does not routinely challenge pupils sufficiently, especially the most able pupils.
- Teaching does not consistently develop confident and self-assured learners. Too often pupils are not encouraged to be meaningfully engaged in their learning.
- Leaders do not routinely analyse all of the information they gather about provision and pupils' achievements. As a result, they are not able to spot weaknesses and respond quickly enough.
- Pupils currently in the school do not make consistently strong progress in all year groups and in a wide range of subjects.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make less progress than other pupils with similar starting points.
- Although attendance has improved and persistent absence has declined, too many disadvantaged pupils and pupils with SEND are regularly absent.
- The personal development curriculum is not delivered consistently well across year groups.
- Leadership of post-16 provision is not good and the quality of teaching and learning is inconsistent. Students do not make the progress of which they are capable.

### The school has the following strengths

- This is an improving school. The newly appointed headteacher and deputy headteacher have a clear vision for the school.
- Leaders' actions have led to a significant improvement in safeguarding arrangements. There is a strong and effective safeguarding culture in the school.
- The quality of governance has improved with leadership capacity and the strategic development of this school being strengthened.
- Pupils' attainment is high and progress has improved in the last two years. In 2017 and 2018, overall pupils' progress by the end of Year 11 had improved to be average progress.

## Full report

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- To improve the effectiveness of leadership and management by:
  - supporting middle and senior leaders to bring about sustainable long-term improvement in the way they gather, analyse and use information across different aspects of the school's provision and outcomes
  - clarify the roles of some leaders, especially where they have overlapping responsibilities
  - further developing the curriculum with a particular focus on improving the planning and delivery of the personal development curriculum.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers have much higher expectations of what pupils can do and achieve
  - teaching consistently meets the needs of different groups of pupils, especially pupils with SEND, disadvantaged pupils and high-ability pupils
  - teachers routinely provide appropriate challenge and support
  - teaching nurtures pupils' attitudes as self-confident and self-assured learners.
- Improve pupils' outcomes, especially those of disadvantaged pupils and those with SEND.
- Improve pupils' personal development and welfare by further reducing persistent absence, especially for disadvantaged pupils and pupils with SEND.
- Improve provision and outcomes in the sixth form by:
  - establishing thorough management systems and developing leadership to systematically monitor and evaluate the effectiveness of post-16 provision
  - improve the quality of teaching in the sixth form to enable students to make better progress.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The recent appointment of the headteacher has strengthened the school's leadership. The deputy headteacher, as acting headteacher, has been influential in developing a positive ethos. Their work with officers from the Redhill Academy Trust has brought stability and direction to the school.
- The headteacher and the deputy headteacher work well as a team and have an accurate appreciation of the school's strengths and weaknesses. They have a vision which is supported by the governing body and trust officers.
- Senior leaders lead with a commitment to make a positive difference to the lives of pupils. They have a clear appreciation of the school's strengths and weaknesses and plan strategically to bring about the much-needed change. Some of these changes are recent and are yet to have a significant impact.
- Improvement plans are focused on the right areas. The actions taken in the last year are beginning to show improvements. For example, the sharp focus on safeguarding now ensures that safeguarding arrangements are effective.
- Leaders have not ensured that the quality of teaching is good enough for pupils to make consistently good progress. There is too much variability in the quality of teaching. Consequently, pupils' progress is still not good enough.
- Recent changes in leadership are beginning to build on the provision for pupils with SEND. A clear improvement plan for this provision serves as the basis for improving outcomes for these pupils. However, recent actions to bring about improvements are not embedded and sustained. They are yet to show improvements in overall progress for pupils with SEND.
- Leaders have not ensured that the pupil premium funding has a positive impact on the progress of disadvantaged pupils. Following the external review of the use of the pupil premium funding, leaders have made appropriate changes to how this money is spent. The impact of these changes is beginning to be seen. However, improvement is not yet sustained.
- Some middle leaders have a positive impact, as seen in improved curriculum provision and progress in some subject areas. However, the impact of their leadership is limited because many changes related to their monitoring activities are recent and are yet to show sustained improvements in provision and outcomes.
- Leaders have developed a system to track pupils' attainment and progress. The accuracy of this system is improving as departments standardise their assessments. However, not all the information collected by leaders is analysed and evaluated to determine where support is most needed.
- Leaders have ensured that the current curriculum provides breadth and balance. However, they do not monitor the planned delivery of the personal development curriculum to ensure that it meets the needs of pupils in different year groups.
- Pupils who spoke with inspectors appreciate the wide range of extra-curricular activities offered. These include a range of sporting, artistic, creative, recreational and linguistic

opportunities offered through clubs, teams, visits and residential trips.

- Leaders and staff value the strategic approach to professional development. This is linked to a review of training needs identified through analysis of the quality of teaching and learning as well as examination results.
- Pupils' spiritual, moral, social and cultural development are supported through the school's values and range of experiences. Links with the local community enhance pupils' experiences and learning.

## **Governance of the school**

- Governors understand their responsibilities very well. Members of the governing body are knowledgeable and have a broad range of experiences and skills. They are ambitious and have a clear vision for the school to be inclusive and successful. Governors appreciate that leaders and staff have much to do to enable pupils to achieve their fullest potential.
- Members of the governing body have worked to bring about much needed change and improvement. Governance has been strengthened through the school becoming part of The Redhill Academy Trust. Governors have set about establishing stronger leadership through the appointment of new senior leaders. Governors monitor the impact of strategic actions and they recognise that there is still some way to go on the school's journey to improvement, especially in relation to improving teaching and learning.
- Members of the governing body hold senior leaders to account for the educational provision and performance of the school. They have clear structures in place to both support and challenge leaders. The work of trustees and trust officers is beginning to show improvements in the quality of provision and improved leadership.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders, governors and trustees ensure that safeguarding arrangements are fit for purpose.
- Senior leaders and trustees are thorough in checking the suitability of all adults who work with the pupils. The single central record was amended during the inspection to ensure that all checks undertaken were accurately recorded.
- Designated safeguarding leaders work effectively with a range of external agencies to ensure that pupils receive appropriate support and are kept safe. They readily work with other agencies and ensure that they provide appropriate care and support when needed.
- Staff are trained and understand different aspects of safeguarding. They are clear about how to report their concerns to designated safeguarding leaders.
- Pupils know how to keep themselves safe and are taught about the risks involved in different situations. Pupils who spoke with inspectors say that they are happy and feel safe at school. Sixth-form students recognise and appreciate the improvements made to ensure that they and other pupils are kept safe.

**Quality of teaching, learning and assessment**

**Requires improvement**

- There is too much variation in the quality of teaching, learning and assessment. Teaching is not consistently effective across and within departments. The progress pupils make is not good enough.
- Teachers' expectations are often too low and learning is not sufficiently challenging. Too often teaching fails to meet pupils' needs. As a result, pupils do not make the progress they are capable of and their attitudes are not developed to become self-assured and confident learners.
- Teachers' questioning is not always sufficiently probing. However, there are examples of effective questioning. For example, in a Year 7 art lesson pupils were challenged to develop their understanding of different artists' use of the impasto technique. The teacher's well-structured questions helped pupils to gain a deeper understanding of the subject.
- Teachers do not provide sufficient challenge and support for disadvantaged pupils and pupils with SEND. Too many of these pupils underachieve.
- The school's policies related to teaching and learning are not implemented consistently. The school's approach to teaching and learning, 'Brookfield Essentials', is not implemented regularly by most teachers.
- Homework is not regularly set in line with the school's homework policy. As a result, pupils do not have regular opportunities to extend and/or consolidate their learning.
- Opportunities to develop pupils' reading, writing, and communication skills are not developed well across the school. Literacy skills are not consistently reinforced when opportunities arise. Leaders have not used the Year 7 catch-up funding well in the past. Current plans to use this funding form the foundation of how to improve the provision. However, the impact is yet to be seen.
- There are pockets of effective teaching in the school. For example, some strong teaching in history and textiles is raising attainment in these subjects.
- Where teaching is more effective, teachers have higher expectations for pupils' learning. As a result, teachers plan to meet pupils' needs, pupils have positive attitudes to their learning, are challenged well, respond positively and make good progress.
- Relationships between staff and pupils are strong and positive. Pupils who spoke with inspectors are clear that staff are caring and there is a culture of mutual respect. Many also commented that they do not feel sufficiently challenged and the work is often too easy.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes to learning are inconsistent. Most pupils are self-motivated and work well. However, when teaching fails to meet their needs, pupils are not well supported to become self-assured and confident learners. Often, pupils wait patiently for teachers

to move their learning forward. Rarely are pupils challenged to be resilient in their learning.

- Pupils who spoke with inspectors understand what bullying is and say that it is rare at the school. They are confident that teachers would deal with any concerns or worries they may have. Pupils also told inspectors that they feel safe at school.
- The provision for careers education, information, advice and guidance is strong, effective and meets statutory requirements. Pupils are helped to understand different options available and are enabled to make informed decisions about their futures.
- Pupils who attend alternative provision on a part-time basis are well cared for. School leaders receive regular feedback and are assured that each provision meets the needs of each individual.

## Behaviour

- The behaviour of pupils requires improvement.
- Overall attendance has improved and was above the national average for 2018.
- Leaders' actions to reduce persistent absence are effective in improving the attendance of some pupils. However, too many disadvantaged pupils and pupils with SEND continue to be regularly absent from school.
- The number of fixed-term exclusions for poor behaviour has reduced this academic year. The revised Ready to Learn behaviour policy has had a positive effect on pupils' behaviour. Pupils and staff who met with inspectors spoke positively about improved behaviour in lessons, and during break and lunchtimes.
- Pupils mostly know how to keep themselves safe and manage risks. They are taught this through assemblies, drop-down days and tutor periods. These opportunities strengthen pupils' personal development. However, these opportunities are not consistently embedded within the experiences of all year groups.
- Pupils show sensitivity and respect for others. The school is highly inclusive. Pupils are typically very welcoming and appreciative of 'difference' in all its forms.
- Most pupils conduct themselves well around school. Pupils are proud of their school and present themselves well in their uniform.

### Outcomes for pupils

### Requires improvement

- In 2018, Year 11 pupils' progress and attainment improved when compared to 2016 and 2017. In general, pupils made average progress. Girls made stronger progress than boys.
- The attainment and progress of disadvantaged pupils were lower than for other pupils in the school and nationally in 2018. This is partly because of low expectations, inconsistent teaching in the past and because additional funding had not been used well in previous years.
- The progress of disadvantaged pupils in the current Year 11 is stronger than that of disadvantaged pupils in 2018. These pupils have benefited from more effective use of

the pupil premium funding this academic year.

- In 2018, boys' attainment was lower than that of girls, especially in English. Their progress scores were generally lower than that of girls. However, in mathematics, the proportions of boys attaining GCSE grade 4 and 5 or above was slightly higher than that of girls.
- Pupils currently at the school make steady progress. Stronger teaching and learning in some subjects are leading to improving progress. However, this is not consistently the case for all subjects.
- Pupils with SEND do not achieve their full potential. They continue to make less progress than their peers.
- Pupils in Year 7 are making better progress than pupils in Years 8 and 9, with higher proportions of pupils either attaining or exceeding their target grades.
- In 2017 and 2018, almost all pupils were well prepared for their next steps in education and training and moved onto further education, training or apprenticeships at the end of their Year 11.

## 16 to 19 study programmes

**Requires improvement**

- Students generally make average progress in the sixth form. The progress of Year 13 students in 2018 was significantly below the national average. The progress of students currently in Years 12 and 13 make better progress than those who were in Year 13 in 2018.
- The quality of teaching, learning and assessment in the sixth form shows the same inconsistencies as in key stages 3 and 4. In some subjects, students' experiences are not positive because teaching is not sufficiently well planned to meet students' needs. However, some teaching reflects high expectations, strong teacher knowledge and consistent challenge.
- Students who enter the sixth form without a higher-grade GCSE pass in English and/or mathematics are supported to succeed. As a result, a higher-than-average proportion of students go on to gain a good pass in both subjects.
- Leadership of the sixth form is largely focused on pastoral care and provision. Leaders have not established secure and effective management systems to monitor and evaluate the effectiveness of provision and its impact on student outcomes. Weaknesses in provision have not been identified and addressed swiftly enough, especially those related to students' academic progress.
- Students' behaviour and attendance are key strengths. Students look smart and conduct themselves well. They serve as positive role models for younger pupils. Those who spoke with inspectors care deeply about and are proud of their school.
- The vast majority of Year 12 students complete work experience. Those who spoke with inspectors said they welcomed opportunities for work-related learning.
- The proportion of students who complete their courses is well above the national average. In 2018, nearly every student successfully completed their study programme.
- Students are well supported in their move to the next stages of education, training or

employment. In 2018 over two thirds of Year 13 students gained places at higher education institutions.

- Safeguarding arrangements in the sixth form are effective. Students are aware of different risks in a range of situations. Those who spoke with inspectors were able to share examples of opportunities they have had to deepen their understanding of personal safety and well-being.



## School details

Unique reference number	136548
Local authority	Derbyshire
Inspection number	10103513

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	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,121
Of which, number on roll in 16 to 19 study programmes	228
Appropriate authority	Board of trustees
Chair	Steve Hopkins
Headteacher	Keith Hirst
Telephone number	01246 568115
Website	<a href="http://www.brookfield.derbyshire.sch.uk">www.brookfield.derbyshire.sch.uk</a>
Email address	<a href="mailto:k.hirst@brookfield.derbyshire.sch.uk">k.hirst@brookfield.derbyshire.sch.uk</a>
Date of previous inspection	22–23 May 2018

## Information about this school

- The school became part of The Redhill Academy Trust on the 1 March 2019. The trustees are the appropriate authority.
- The school is larger than the average-sized secondary school.
- The proportion of pupils known to be eligible for support through pupil premium funding is below the national average.
- The proportion of pupils with SEND is below the national average. The percentage of pupils with an education, health and care plan is just above the national average.

- The proportion of pupils from minority ethnic groups is much lower than the national average and the proportion who speak English as an additional language is below the average national figure.

## Information about this inspection

- Inspectors observed 33 lessons or parts of lessons and two assemblies. Senior leaders carried out some observations jointly with inspectors. Inspectors scrutinised pupils' work in books and sampled books in classes.
- Inspectors listened to some Year 7 and 8 pupils reading.
- Inspectors held meetings with the headteacher, senior leaders, leaders of subject departments, pastoral leaders, other leaders and members of staff. They also spoke with groups of pupils.
- The lead inspector met three governors, including the chair of the governing body. He also spoke with trust officers and leaders.
- Inspectors spoke with pupils around the school, in lessons and during break and lunchtimes.
- Inspectors observed the school's work and scrutinised several documents, including the school's self-evaluation, minutes of the meetings of the governing body, improvement plans, and school information on pupils' recent attainment and progress.
- Inspectors also considered behaviour and attendance information, policies and procedures relating to special educational needs, pupil premium funding, Year 7 catch-up funding, safeguarding and child protection.
- This inspection commenced as a Section 8 monitoring visit which converted to a full Section 5 inspection.

## Inspection team

Chris Davies, lead inspector	Her Majesty's Inspector
Julie Sheppard	Ofsted Inspector
Ash Rahman	Ofsted Inspector
Sian Hampton	Ofsted Inspector
Jayne Ashman	Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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