

# Inspection of a good school: Brookhurst Primary School

Brookhurst Road, Bromborough, Wirral, Merseyside CH63 0EH

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Inspection dates:

7 and 8 July 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Pupils are proud to be part of this welcoming and caring school. They enjoy attending, and they behave well. Staff expertly help the small number of pupils, including those with special educational needs and/or disabilities (SEND), who need support to meet leaders' high expectations of behaviour. Lessons and social times are calm and orderly. Pupils, including children in the early years, feel safe and happy because they know that staff are always ready to listen to and act on their concerns.

Pupils reported a small number of instances of bullying. They said that staff deal with bullying very quickly so that it stops immediately and is not repeated.

Pupils do not achieve as well as they should in some subjects, including reading at key stage 2. This is because in the past leaders have not given sufficient thought to the content of these curriculums.

Pupils enjoy taking on extra responsibilities such as being eco-councillors and helping younger pupils play and read. They learn the importance of exercise and healthy eating. Pupils are glad that, after the lifting of COVID-19 pandemic restrictions, they can resume the many sporting and cultural activities that staff organise for them such as choir, gardening and football.

## What does the school do well and what does it need to do better?

Leaders and governors have an accurate understanding of the school's strengths and areas for improvement. They, including the new headteacher, have started to make changes to the curriculum. However, these changes are very recent. Pupils have considerable gaps in their knowledge and skills. The curriculum in some subjects does not give all pupils, including those with SEND, enough opportunity to be well prepared for the

demands of learning at secondary school.

In some subjects, leaders have made it clear what knowledge pupils are expected to learn or the order in which this should be taught. This knowledge builds in a logical way from the early years to Year 6. However, in other subjects, this is not the case. Pupils do not build their knowledge in an organised way. Consequently, some pupils struggle to remember knowledge and build on it effectively.

Leaders have not monitored how well staff deliver the curriculum in some subjects. This means that, at times, staff deliver the curriculum differently from what leaders intend. As a result, pupils' progress through the curriculum is slowed.

Leaders prioritise reading. They have ensured that all staff who teach early reading are well trained, confident and competent. In the Reception class and at key stage 1, staff make learning to read exciting. They develop pupils' speaking and listening skills well. Younger pupils, including children in the early years, enjoy reading simple texts with increasing accuracy, fluency and expression. Staff quickly and accurately identify gaps in pupils' phonics knowledge. They effectively support all pupils who need to catch up, including those with SEND.

Older pupils continue to receive suitable support to read with fluency and confidence. However, the reading curriculum at key stage 2 does not identify what leaders want pupils to learn. Consequently, some pupils do not read as well as they should.

Staff apply the new behaviour policy fairly and consistently. Using praise, encouragement and humour, they make sure that pupils behave well. For example, children in the early years politely listen to each other and know how to take turns. Occasionally, learning is disturbed. However, staff skilfully help pupils to ensure that they quickly return to learning.

Leaders provide staff with effective training to identify and meet the needs of pupils with SEND, including pupils' social, emotional and mental health needs. Pupils with SEND follow the same curriculum as their peers.

Pupils' personal development and well-being are central to the life of the school. Pupils learn to recognise and understand their feelings, working with specialist school staff if they choose. Leaders and staff arrange activities, visits, visitors and residential experiences to develop pupils socially and culturally. Pupils celebrate cultures, communities and ways of living which are different from their own. They are well prepared for life in a diverse and modern Britain.

Staff feel valued by leaders. They said that leaders consider the impact on their workload carefully when introducing changes.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in this school. Leaders, staff and governors are vigilant. They complete regular, useful training so that they can spot if a pupil is vulnerable. If necessary, leaders seek help and advice from external agencies promptly to make sure that they keep pupils safe from physical and emotional harm.

Leaders provide a well-designed programme of activities that teach pupils how to keep themselves safe. For example, pupils learn how to stay safe on roads and how to report anything that makes them feel uncomfortable online.

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

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that the curriculum for some subjects, including the reading curriculum at key stage 2, sets out the essential knowledge that pupils will learn from the early years to Year 6. Some curriculums lack ambition. This means that some pupils do not remember knowledge as well as they should. Leaders should ensure that the curriculum for all subjects identifies the knowledge pupils will build from the early years to Year 6 so that they are better prepared for secondary school.
- Leaders have not monitored how well the curriculum in some subjects is being implemented. Occasionally, this leads to important knowledge not being taught. Leaders should systematically check how well subject curriculums are delivered so that pupils achieve well.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	105018
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10226142
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kevin Williams
<b>Headteacher</b>	Stephen Williams
<b>Website</b>	<a href="http://www.brookhurst.wirral.sch.uk">www.brookhurst.wirral.sch.uk</a>
<b>Date of previous inspection</b>	15 and 16 March 2017, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher was appointed in January 2022.
- School leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector conducted deep dives in these subjects: early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils and teachers about learning and evaluated samples of pupils' work. She also listened to pupils read to a member of staff. She spoke to leaders, teachers and pupils about the curriculum and their learning in other subjects. She looked at samples of pupils' work from other subjects.
- During the inspection, the inspector spoke to pupils about their work and wider school life. She spoke with members of the governing body, a representative of the local authority, the headteacher, senior leaders and members of staff.

- The inspector reviewed a range of documentation, including information about safeguarding and checks undertaken on newly appointed staff.
- The inspector reviewed leaders' evaluation of the school's strengths and areas for improvement.
- The inspector considered the responses to Ofsted Parent View, as well as responses to the staff and pupil surveys.

### **Inspection team**

Liz Kelly, lead inspector

Ofsted Inspector

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