

# Inspection of a good school: Brockwell Nursery and Infant School

Brockwell Nursery and Infant School, Purbeck Avenue, Loundsley Green, Chesterfield,  
Derbyshire S40 4NP

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Inspection dates:

22 and 23 November 2022

## **Outcome**

Brockwell Nursery and Infant School continues to be a good school.

## **What is it like to attend this school?**

This is a warm and welcoming school where children feel safe and cared for. Pupils are happy and like coming to school. They play and learn together extremely well. Relationships between pupils and adults are strong. Pupils are polite and well mannered. They all value the Brockwell promise: 'caring and sharing, happy and helpful, being the best that we can be'. Bullying is rare. Pupils know that if it does happen, or if they fall out with friends, adults will help them to sort things out.

Leaders have high expectations of all pupils. They want pupils to develop a 'lifelong love of learning'. Pupils enjoy their lessons and achieve well. This includes those with special educational needs and/or disabilities (SEND). Pupils leave the school confident, well prepared for junior school and excited to continue to learn about the wider world.

Pupils learn about the importance of treating others fairly and with respect. They behave well in lessons and at playtimes.

Parents are overwhelmingly positive about the school. Typical comments include: 'My child has had an exceptional start to school thanks to Brockwell. His lifelong learning journey is starting in the best way possible and encouraging him to love learning for ever.'

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

Leaders plan pupils' wider development thoughtfully. Pupils benefit from a broad range of experiences. This includes clubs, visits and leadership opportunities. For example, pupils visit Derby Open Centre. They talked enthusiastically about the visit. Pupils understand how to respect others and celebrate differences. Forest school is a high priority and all pupils access this.

Leaders have carefully considered the learning that pupils experience across the curriculum. They have planned out the knowledge, skills and vocabulary that pupils

should learn in and across year groups. As a result, teachers know what to teach and when to teach it. However, in some subjects, these plans are not implemented consistently. Some subject leaders lack the precise skills or experience to spot these inconsistencies. As a result, aspects of the planning and assessment of some foundation subjects are not as well embedded as they are in English and mathematics.

Leaders have put reading at the centre of the curriculum. Phonics is taught daily. Most pupils engage well. Not all staff have received appropriate training. There are occasions when staff do not check whether all pupils accurately say the sounds that they have been asked to pronounce. Leaders identify pupils at risk of falling behind and have put appropriate support in place to help them to catch up.

In mathematics, pupils apply their learning from an early age. Leaders' curricular thinking is carefully sequenced to build on pupils' prior learning. Pupils learn about the names of shapes, place value and to count with confidence. Teachers have good subject knowledge and can identify gaps in pupils' knowledge. Pupils use manipulatives effectively. They show a good understanding of mathematical concepts and vocabulary.

Pupils with SEND follow the same ambitious curriculum as their peers. Teachers consider the needs of pupils with SEND when they plan lessons and activities. They provide additional resources and support to help pupils with their learning when required. Staff step in quickly if a pupil needs extra help. Leaders have clear identification and support processes in place for pupils who may have SEND. Parents are fully involved at all stages.

Children get off to a flying start in the early years. Teachers help them to build strong reading and number skills from when they start in nursery. Leaders provide engaging learning opportunities for children, including in the outdoor area. The curriculum is well sequenced so that children develop a broad range of knowledge. Adults and children build warm and positive relationships. Children cooperate well with each other, sharing and taking turns. They are well prepared for key stage 1.

Governors know what is working well and what can be even better. They provide effective support for leaders but do not shy away from asking challenging questions when needed. They carry out their roles with great diligence and commitment to the school.

All staff feel proud to work at this school. They feel supported by leaders and value being part of a strong school community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The well-being of pupils is at the heart of all that leaders do. As a result, there is a strong culture of safeguarding. Leaders ensure that all the correct procedures are followed when appointing staff. Thorough records are kept of any concerns, and referrals are made if they are required. Staff receive regular training and understand their responsibilities in keeping pupils safe. Pupils are taught about keeping themselves safe, including when online. Governors have good oversight of this important work.

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

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

- Some subject leaders are relatively new to their role. As a result, they have not had the opportunity or training to make checks on their curriculum area to identify what is working well and what may need to improve. Leaders need to provide these subject leaders with the training and ongoing support to develop their understanding and skills of effective subject leadership, so they can identify inconsistencies and develop their curriculum area effectively.
- Some staff do not yet have the confidence and skill to be able to correct pupils who do not use phonic sounds accurately. Leaders need to implement their plans to train staff and develop their phonics programme delivery so that all staff have the knowledge and skills they need to teach phonics effectively.

## 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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 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.

## 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>	112673
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10240863
<b>Type of school</b>	Infant and Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clare Farmer
<b>Headteacher</b>	Ms Philippa Smith
<b>Website</b>	<a href="http://www.brockwell-inf.derbyshire.sch.uk">www.brockwell-inf.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The governing body runs before-school provision on the school site.
- Leaders do not use any 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 held meetings with the headteacher, the deputy headteacher and other members of the leadership team. The inspector also met with governors and spoke with a school improvement adviser from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector spoke with leaders, school staff and pupils about measures to safeguard pupils' well-being. The inspector examined records and other documentation about safeguarding.
- The inspector spoke with parents in the playground and reviewed parents' responses to Ofsted surveys.
- The inspector reviewed the staff survey responses.
- The inspector visited the playground and spoke to pupils about behaviour.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed a range of school documentation, including minutes of governing body meetings, the school's self-evaluation, planning documents, external reviews and records of behaviour and attendance.

### **Inspection team**

Gayle Bacon, lead inspector

Ofsted Inspector

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