

Inspection of Brookfield Community School

Chatsworth Road, Chesterfield, Derbyshire S40 3NS

Inspection dates: 18 and 19 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils say that they enjoy attending Brookfield Community School. Older pupils and students in the sixth form say that the school has improved in recent years. Many parents and carers share this view. They appreciate the support the school provides for their children.

Pupils say that teachers teach them well and want the best for them. There are positive relationships between staff and pupils. Lessons are calm and orderly. Pupils behave well at social times and when moving around school. They are punctual to lessons. They are polite and respectful towards each other and to staff. Pupils say that teachers are fair and consistent when dealing with any behaviour issues.

Pupils feel safe in school. They say that bullying is rare. If it does happen, they are confident that staff will deal with any issues well. Many pupils like the 'vertical tutor groups'. Pupils say that this helps them to know, and make friends with, pupils in other year groups.

Pupils say that there are many opportunities to take part in extracurricular activities. Pupils enjoy taking part in a range of sports clubs, music club, chess club and drama club. Pupils can also be part of the student council and be house captains.

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

Leaders have high expectations of what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND). They have ensured that there is an ambitious and well-sequenced curriculum in place. Curriculum plans detail what pupils will learn and when. This means that pupils build on previous learning. In some subjects, the key knowledge that leaders want pupils to learn is not precisely identified. In these subjects, the curriculum is being developed further to support teachers in delivering the curriculum well.

Leaders are ambitious for more pupils to opt for a modern foreign language at key stage 4. They have worked to raise the profile of modern foreign languages. As a result, more pupils are now choosing to study a subject in this area.

Teachers have secure subject knowledge. Most teachers present new topics well. In some lessons, teachers' explanations are not as clear as they could be. They do not always explain new knowledge in enough depth. This means that some pupils do not learn as well as they could. Most teachers use questioning well to check understanding and to deepen pupils' knowledge. Teachers use 'do it now' tasks at the start of lessons to recap prior learning. Pupils say that this helps them to remember what they have learned.

Regular assessments check that pupils are making progress. Pupils get feedback on what they need to improve. They are then given work to correct any misconceptions

or fill gaps in knowledge that they may have. Pupils respond well to this work. This means that most pupils achieve well.

Teachers in the sixth form have strong subject knowledge. The work that teachers cover is ambitious and demanding. They deliver the curriculum well. Students have positive attitudes to learning and achieve well.

Leaders have ensured that pupils with SEND are well supported. Teachers get clear information on how to meet the needs of pupils with SEND. Pupils with SEND say that they feel well supported in lessons. They access the same curriculum as their peers and achieve well.

There is a well-thought-out approach to ensuring that all pupils become proficient readers. Pupils at the early stages of reading get appropriate interventions. This helps them to become more fluent readers.

Leaders have high expectations of pupils' conduct. Most pupils meet these expectations and have positive attitudes towards their learning. Leaders have ensured that pupils are regularly rewarded for behaving well. There is a strong focus on attendance. Staff work well with pupils who do not attend school as regularly as they should. These pupils appreciate the support they receive. As a result, their attendance is improving.

There is a well-planned personal development programme in place. For example, pupils learn about healthy relationships, consent and different cultures. Pupils know to treat others who may be different from themselves with respect. They know that discrimination is wrong.

Governors provide effective support and challenge for leaders. With the support of staff from the trust, leaders have made many improvements to the school. In some areas, leaders have not yet accurately reviewed the impact of their actions. This means that there are still some inconsistencies in practice.

Staff say that the school is well led and managed. Leaders are mindful of staff's workload. Staff appreciate the support they get from senior leaders and those from the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are well trained in safeguarding. Staff receive regular safeguarding updates. This means that they know the risks that pupils may face. Staff know how to report any concerns. The single central record and safer recruitment processes are well managed.

Leaders of safeguarding are knowledgeable. They keep detailed records and act quickly to address any issues. They work well with other agencies to ensure that

pupils get the right support. Pupils know how to keep themselves safe, including when online. They know whom they can talk to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always explain new content well or in enough depth. This means that some pupils do not learn as well as they could. Leaders should ensure that all teachers present new information clearly, so that pupils understand new content in sufficient detail.
- Leaders have worked hard to improve many areas of the school. In some areas, leaders have not accurately reviewed the impact of their actions. This means that there are inconsistencies in some areas. Leaders should ensure that they take time to review precisely the implementation of their plans. This will ensure that they know what is working well and what still needs to improve.

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

Unique reference number	136548
Local authority	Derbyshire
Inspection number	10268212
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,093
Of which, number on roll in the sixth form	220
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
Headteacher	Keith Hirst
Website	www.brookfieldcs.org.uk
Date of previous inspection	25 and 26 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses one registered alternative provider and one unregistered alternative provider for a small number of pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, mathematics, geography, art and modern foreign languages. For each deep dive, inspectors 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.
- Inspectors visited lessons in other subjects. Inspectors also visited form time and assembly.
- Inspectors met with groups of pupils from a range of year groups, including sixth-form students and pupils with SEND.
- Inspectors spoke on the telephone with representatives of alternative providers used by the school.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of safeguarding documents, including the school's single central record.
- The lead inspector met with members of the local governing body. The lead inspector also met with representatives of the trust.
- Inspectors considered the responses of parents, pupils and staff through Ofsted Parent View and Ofsted's staff and pupil surveys.
- Inspectors observed and spoke to pupils at break- and lunchtimes.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Paul Sweeney	Ofsted Inspector
Jo Ward	Ofsted Inspector
Gill Martin	Ofsted Inspector

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