

Inspection of Brookfield Primary School

The Hollow, Mickleover, Derby, Derbyshire DE3 0BW

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Katy Smith. This school is part of The Learners' Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Matt Freeston, and overseen by a board of trustees, chaired by Steve Welsh.

What is it like to attend this school?

Brookfield Primary School is guided by its 'WARM' ethos to be a school that is 'welcoming, achieving, respectful and magical'. This vision is embraced by the school's caring staff and recognised by pupils and parents/carers. Pupils are positive about all aspects of school life. They try hard in lessons and play happily together at playtimes in the pleasant outdoor space.

The curriculum provides well for pupils' academic and wider personal development. This begins in the early years, where children enjoy an exceptionally well-planned variety of learning experiences. Pupils develop a deep understanding of British values, including equality and diversity. These themes are discussed regularly in assemblies and in lessons across the curriculum. One pupil commented to inspectors, 'We take diversity seriously here.'

This is an inclusive school. Pupils with special educational needs and/or disabilities (SEND) receive high-quality care. Expert staff know these pupils well. They identify where pupils need extra support and make sure that all pupils can benefit from the ambitious curriculum.

Pupils feel safe in school. They learn how to manage their emotions. When they are worried, they trust that staff will help them.

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

The school has developed an ambitious curriculum across the full range of subjects. The curriculum clearly identifies the important knowledge that pupils need to learn. It is very well sequenced so that pupils at every stage build on what they already know and deepen their understanding over time. Pupils achieve well. The curriculum supports them to gain knowledge and remember what they have learned.

In lessons, staff present new knowledge clearly. They provide pupils with many opportunities to revisit topics they have learned previously. This helps pupils to remember what they have learned and make links between topics. Pupils confidently discuss their learning. Staff regularly check pupils' work. They provide pupils with useful feedback, which helps them to address misconceptions. In a small number of foundation subjects, the delivery of the curriculum is not yet consistent. Sometimes, lesson activities do not support pupils to learn knowledge securely. Subject leaders routinely monitor the delivery of their subjects and support teachers to develop their expertise. They are well supported by experts from the multi-academy trust.

Staff quickly identify when pupils need extra support. They adapt lessons well to meet the needs of all pupils, including those with SEND. Staff are well trained to work effectively with pupils with more complex needs.

There is a well-planned phonics programme, which is delivered well by staff in the early years and key stage 1. Pupils quickly learn to read. Staff use regular checks to

identify when pupils need extra help with reading, and they support these pupils well. Across the school, staff help pupils to develop reading fluency and appreciate literature. Pupils read often from well-chosen, high-quality texts, including non-fiction.

Children in the early years quickly adapt to learning school routines. They eagerly engage with activities, which are carefully designed to meet their interests while they learn about the world around them. Staff help them to learn to communicate and develop social skills. They work and play together happily. The curriculum prepares children very well for their next stages of learning.

Pupils are polite. Lessons are calm and focused. Staff use well-established routines to encourage and reward positive behaviours. The school provides effective support for pupils who struggle to regulate their own behaviour. Almost all pupils attend school well.

There are many opportunities for pupils to take on roles of responsibility. Pupils elected to the school council talk proudly of their efforts to make the school a better place for their peers. Other pupils act as eco-warriors, online safety champions, team captains and mini-leaders or volunteer to help around school. Pupils enjoy trips. These include residential visits, where pupils take part in team-building and outdoor activities. Many pupils enjoy singing in the school choir. They perform at community events and festivals.

The curriculum for personal, social and health education supports pupils' personal development well. Pupils learn how to avoid risky situations and to keep themselves healthy and safe. They gain an age-appropriate understanding of relationships and consent. Staff teach pupils how to look after their mental health and well-being. Pupils develop mature attitudes and express themselves confidently.

Staff are happy and proud to work in the school. The school and the multi-academy trust support them well to manage their workload and take care of their well-being. Trustees and 'school champions' provide valuable support and challenge to school leaders as they continue to develop the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, lesson activities do not always provide pupils with opportunities to learn the knowledge that is identified in the curriculum securely. When this happens, pupils do not reliably deepen their understanding. Sometimes, they do not remember what they have learned. The

school needs to support all staff to develop the expertise to deliver all subjects consistently well.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147119
Local authority	Derby
Inspection number	10288378
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	Board of trustees
Chair	Steve Welsh
CEO of the trust	Matt Freeston
Headteacher	Katy Smith
Website	www.learnerstrust.org/bps
Date of previous inspection	Not previously inspected

Information about this school

- Brookfield Primary School converted to become an academy in June 2019. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was appointed in June 2023.
- The school is part of The Learners' Trust.
- The school uses one registered alternative provider.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders. They also met with leaders from The Learners' Trust, including the chief executive officer.
- The lead inspector met with representatives of the board of trustees, including the chair, and the chair of the 'school champions'.
- Inspectors carried out deep dives in reading, mathematics, geography and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to a member of staff.
- Inspectors also discussed the curriculum and looked at pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour and attitudes in lessons, assemblies and around school.
- Inspectors spoke to pupils to hear their experiences of the school.
- Inspectors spoke to teaching and non-teaching staff. They also considered staff responses to the online survey.
- Inspectors considered parents' response to Ofsted Parent View and spoke to a number of parents at the school.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Jennifer Lewis

Ofsted Inspector

Janis Warren

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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