

Inspection of Brookhurst Primary School

Brookhurst Road, Bromborough, Wirral, Merseyside CH63 0EH

Inspection dates: 13 and 14 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at this school. They enjoy spending time with their teachers and their friends. The strong relationships between pupils and staff reflect the school's values. Pupils are kind and polite. They make sure that everyone feels welcome in their school. Pupils behave well during lessons and at playtimes. They follow school routines well.

The school has high expectations of pupils' achievement, including those with special educational needs and/or disabilities (SEND). This is evident in the school's revised broad and ambitious curriculum. Pupils try their best and achieve well.

Pupils benefit from a wide range of trips and clubs that help to develop their individual talents and interests. For example, pupils spoke excitedly about residential trips and local visits to different religious buildings which promote their understanding and tolerance of other faiths.

Pupils flourish in their various roles and responsibilities. These include representing their classmates on the school parliament and acting as members of the eco-council. Pupils of all ages contribute to projects in the local community, such as donating food to a local food bank and collecting clothes for a charity shop. These rich experiences help pupils to understand how they can be a positive citizen in modern Britain.

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

The school has worked effectively to secure important improvements to the quality of its curriculum. This has had a positive impact on improving pupils' attainment, especially at the end of key stage 1. The legacy of a weaker curriculum in the past and the negative impact of the COVID-19 pandemic have had an effect on pupils' attainment at the end of key stage 2. However, an improved curriculum and reduced gaps in learning mean that current pupils are achieving well.

The school has implemented an ambitious curriculum that meets the learning needs of pupils, including those with SEND, well. Children in the early years get off to a strong start. They settle into school life quickly. The rich early years curriculum helps children to develop a love of learning through curiosity and sustained focus on learning activities. Governors have developed a sharp focus on supporting and challenging the school to improve the quality of education that pupils receive.

The school has identified the important knowledge that pupils should acquire. This builds on what they already know in well-ordered steps. However, in a small number of subjects, the weak design of the previous curriculum means that some older pupils continue to have gaps in their knowledge. While staff have been trained to identify what pupils know and can recall in most subjects, they are not able to address the missing knowledge of some older pupils well enough. This slows down learning for these pupils.

Pupils know how important it is to learn to read successfully. The school gives reading a high profile. Pupils enjoy accessing high-quality books from a well-stocked library that sits at the heart of the school building. Children in the early years and pupils in key stage 1 have many opportunities to listen to stories and rhymes that help to develop their vocabulary. Staff deliver the well-structured phonics programme effectively. Pupils read from books that include the sounds that they have already learned. Teachers spot pupils who are not keeping up with the programme swiftly and help them to catch up. Pupils read widely with fluency and confidence.

The school identifies the additional needs of pupils with SEND at the earliest possible opportunity. Well-tailored support is put in place for these pupils. The school checks the effectiveness of this support closely. Pupils with SEND participate in all aspects of school life.

Pupils' positive behaviour and their high levels of attendance support their learning. Most pupils are attentive during lessons. Pupils understand and follow well-established classroom routines. They show respect, manners and courtesy when talking to one another or moving around school.

The school supports pupils' wider development and well-being effectively. Pupils learn to manage their own mental health well. They learn about the differences between people and the importance of treating others equally. They know what makes a healthy relationship. They have a strong understanding of how to stay safe when working and playing online.

Staff are proud to work at the school. They value the strong relationships and teamwork with their colleagues. Staff have been suitably trained and supported to fulfil their roles effectively. The school considers staff's workload when new procedures are introduced.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, older pupils have gaps in their learning due to a weaker curriculum in the past. This makes it difficult for them to build on their learning with ease. It hinders their progress through the curriculum. The school should ensure that teachers address the remaining gaps in pupils' knowledge so that they can benefit fully from the new curriculum.

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	105018
Local authority	Wirral
Inspection number	10289877
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Jonathon Jackson
Headteacher	Stephen Williams
Website	www.brookhurst.wirral.sch.uk
Dates of previous inspection	7 and 8 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision for pupils.
- The chair of the governing body and several other governors have been appointed since the previous inspection.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and with other leaders and members of staff. They also spoke with members of the governing body, including the chair of governors.
- The lead inspector spoke with a representative of the local authority.

- To evaluate the effectiveness of safeguarding, 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 carried out deep dives in early reading, mathematics and geography. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. They also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in some other subjects. They met with leaders and spoke with pupils about their work.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils at lunchtime and while they played outside at playtime and lunchtime.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with parents and carers before school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Valmai Roberts	Ofsted Inspector

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