



# Brookfield Community School and Language College

**Better  
education  
and care**

Inspection report

Unique Reference Number    116419  
LEA                                Hampshire

Inspection number            274789  
Inspection dates              16 - 17 May 2005  
Reporting inspector          Paul Cosway

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

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Type of School	Secondary	School address	Brook Lane
School category	Community		Sarisbury Green
Age range of pupils	11 – 16		Southampton
			Hampshire
			SO13 7DU
Gender of pupils	Mixed	Telephone number	01489 576335
Number on roll	1660	Fax number	01489 579914
Appropriate authority	The governing body	Chair of governors	Mr G Ingram
Date of previous inspection	March 1999	Acting Headteacher	Mrs M Allan

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Age group	Published	Reference no.
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## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Brookfield Community School and of the local education authority.

The inspection was carried out by five additional inspectors.

## Description of the school

This is a large secondary school in Hampshire. Most of the pupils are of White British descent. There are a small number of pupils of Asian, Chinese, Black British and mixed heritage and thirteen pupils are at the early stages of acquiring English. The number of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties or disabilities (LDD) is below average. These pupils have moderate learning or social and behavioural needs.

The school is a specialist language college, with a large adult education provision and extensive community out-reach services.

At the time of the inspection, a deputy headteacher had been acting headteacher for most of the academic year, because of the long-term illness of the headteacher, and some members of staff were in acting or temporary posts.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

The school rightly believes that it is effective. It is a good school, with some outstanding features, giving a good quality of education to its pupils. Both parents and pupils rate the school highly and demand for places has been rising steadily. Links with the community are outstanding. Standards are well above national averages in most subjects and pupils make good progress as they move through the school. In a few subjects, pupils make too little progress and senior managers are supporting these areas, notably history and French, to improve the provision. The school cares for its pupils well and ensures that they are safe and prepared well for their future education and careers. Where necessary, the school links well with other organisations to provide additional support for those pupils who will benefit. It values every pupil, no matter what her or his background and fosters outstanding relationships.

Pupils learn well because most of the teaching is good or very good, they behave well and they have positive attitudes to school. They make the best progress in those subjects that are taught in interesting ways and where they are given guidance to help them to improve their grades. The use of assessment to track pupils' progress and to guide them is a growing area of strength in the school, but not yet in all departments. Literacy, numeracy and information and communication technology (ICT) skills are not developed consistently across all subjects.

Good leadership is helping the school to improve even further, through very effective use of self evaluation that is helping it to identify areas of strength and weakness. Senior leaders are using this information well to guide their planning and target support to pupils and to teachers. As a result, the improvement that the school has made since the last inspection is good, although they do not yet meet the statutory requirement to provide a daily act of collective worship for all, and it is well placed to improve further. It gives good value for money.

### **Grade: 2**

#### **What the school should do to improve further**

Improve standards in GCSE examination results in French and history and raise achievement in English in national tests at the end of Year 9.

Use assessment information in all subjects to track pupils' progress and to give them good advice on how to improve their standards of work.

Develop the teaching of literacy, numeracy and ICT as cross-curricular skills

## **Achievement and standards**

The school rates attainment as satisfactory, indicative of the high standards that it sets itself. Overall, pupils actually make good progress from Year 7 to Year 11, though they make different rates of progress in the two key stages and across subjects. Their attainment on entry is above average and they leave with well above average results in GCSE examinations. A high proportion leaves with five or more higher grades at GCSE, and a very high proportion attains five or more graded results, reflecting the inclusive nature of the school and its aim of ensuring that all achieve as well as possible. It expects that this year no pupil will leave without at least one examination success.

Pupils make better progress than pupils in schools with similar levels of attainment on entry. In some subjects their achievements are outstanding. In design and technology, drama, music, science and geography, for example, the results are significantly higher than in most schools. In every subject, attainment is at least above the national average, but French and history (and English up to Year 9) are subjects less successful than others in getting the best from learners.

The standards reached in the national tests at the age of 14 are well above the national average overall. Attainment in mathematics and science was well above average in 2004, but results were average in English and these younger pupils make less progress than those on GCSE courses. The school has worked to improve this, but further work is needed to develop literacy and numeracy across all subjects.

Pupils with learning difficulties or disabilities, those with English as an additional language and the gifted and talented all make good progress because of the good provision for their individual needs. There is no significant variation in progress between boys and girls, compared with the national picture.

### **Grade: 2**

## **Personal development and well-being**

Pupils enjoy their education and this is reflected in their good attendance and punctuality throughout the school. Pupils behave well and levels of exclusion are low. They have good attitudes to learning and are very positive when speaking about their school. They have opportunities to take responsibility by serving on the school council, which is effective in bringing about change. Pupils already consider that their voice is heard and acted upon although the school has plans to develop their contribution to its life and work even further.

Pupils feel safe and are confident that any incidents of bullying or harassment will be dealt with effectively. Assemblies, PSHE lessons and a broad programme of extra-curricular activities all contribute well to their adoption of healthy and safe lifestyles.

Learners' overall spiritual, moral, social and cultural development is good. The school develops very good social and moral attitudes in pupils so they respect each other and their teachers. Relationships are outstanding. Pupils are successfully encouraged to become independent and self-confident. These personal qualities give pupils the capacity to contribute to the community and prepare them well for future careers.

The school evaluates pupils' personal development as good and inspectors concur with this judgement.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

The school rates the quality of teaching and learning as good. The inspectors agree and this is an improvement since the last inspection. Rigorous monitoring by senior staff has led to improved teaching and better progress by learners. In the many good and very good lessons, teachers plan challenging learning activities. These are well supported by regular marking of pupils' work and clear targets that encourage pupils to evaluate their own progress and help them to identify how to improve further. Learners respond well to teachers' high expectations, work hard, and so make good progress. Most teachers have excellent relationships with their pupils and exert friendly control of their classes.

In the less effective lessons, there is a lack of pace. The work is too easy for some pupils and so they do not make enough progress. As a consequence, pupils lose concentration and teachers do not then exert enough control over them.

The good assessment strategies used in the best subject areas need to be fully utilized by all teachers. The school is starting to make systematic use of a wide range of information from a variety of sources to monitor progress and set targets for improvement. Assessment is used well to help pupils with learning difficulties, those with English as an additional language and children in public care to make good progress. Teachers use teaching assistants effectively to ensure that the most vulnerable are supported well.

**Grade: 2**

## **Curriculum and other activities**

The school evaluates its curriculum as good overall and the inspectors agree. The school's status as a language college is reflected in its 'languages for all' policy. All learners take at least one foreign language, with very many in Years 8 and 9 taking two. Pupils also have opportunities to learn Japanese and Chinese outside normal hours. The school acts as a 'languages hub' for local primary schools. Learners appreciate the smooth progression from Year 6 to 7 that results from this close relationship. Partnership with the local college is providing an increasing range of opportunities for pupils more suited to vocational courses in Years 10 and 11. The school provides additional sessions for gifted and talented pupils that challenge and extend them. Learners are encouraged to stay healthy by participating in physical activity, and can choose healthy options in the dining room. A high proportion of learners participate in the outstanding range of enrichment activities outside normal hours, including music, sports and drama. An innovative feature is the 'Family Learning' initiative in which pupils attend evening lessons with their parents.

Three aspects of the curriculum require further development. Appropriate structures are in place to develop literacy, numeracy and ICT skills, but implementation is inconsistent.

All statutory requirements are met, except that there is not a daily act of collective worship for all. Pupils experience an act of collective worship once a week. They are expected to reflect on a 'thought for the day' in their tutor groups on other days, but the effectiveness of this is inconsistent. Pupils have many opportunities to participate in the local community, but some aspects of citizenship need further development.

## **Grade: 2**

### **Care, guidance and support**

The quality of care provided for pupils is good, in line with the school's own assessment. Child protection procedures are very firmly established and good training ensures these are well understood by all staff. Proper attention is paid to health and safety procedures and risk assessments. Pupils feel safe in school and spoke of trusted adults from whom they could seek help if they encounter problems. Staff know pupils well and treat them with respect.

Support for pupils with learning difficulties and for those in public care is good. Learning support assistants, teachers and outside agencies give these pupils constructive individual help and track their progress well. Links with parents through pupil reports and parents' evenings are good. Links with the community are outstanding.

In most subjects, pupils know what level they are working at and how to improve their work and in these good use is made of data to track pupils' progress. Older pupils are given good guidance when choosing options and making career choices. Guidance for those going on to post-16 courses is very good.

**Grade: 2**

## **Leadership and management**

The senior leadership team assess its leadership and management as good, a view supported by the inspection. The acting headteacher is rigorously driving the move to raise standards. The senior team uses self-evaluation well and is refining management systems, with a clear focus on meeting the school's aim of striving for the highest standards in all that it does. All of the leaders are very clear about their roles. The identification of priorities for development comes from a process that involves all staff and a clear focus on ensuring good learning by pupils. Parents and governors are also involved. Senior staff work closely with faculties who need support and there are examples of standards in these faculties rising. Governors are effective; they know the school well and they too are refining their systems to make them even more effective.

Staff are very careful to ensure that all pupils have equal access to all the school offers. The school works closely with external agencies to ensure effective support for pupils with learning difficulties and disabilities. Governors and senior staff have worked well to ensure that the school has sufficient staff of a high calibre. A particular strength is the creative deployment of staff to support all learners. Resources are managed well, with a good focus on ensuring value for money, although the use of ICT to support learning is patchy across the school. The present close team-work and the determination to raise standards to the highest level mean that the school is well placed to improve further.

**Grade: 2**

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## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### ***OVERALL EFFECTIVENESS***

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The quality and standards in the Foundation Stage	<b>N/A</b>
The effectiveness of the school's self-evaluation	<b>Yes</b>
The capacity to make any necessary improvements	<b>Yes</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### ***ACHIEVEMENT AND STANDARDS***

<b>How well do learners achieve?</b>	<b>2</b>
The <i>standards</i> reached by learners	<b>1</b>
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### ***PERSONAL DEVELOPMENT AND WELL-BEING***

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The behaviour of learners	<b>2</b>
How well learners enjoy their education	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners make a positive contribution to the community.	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

### ***THE QUALITY OF PROVISION***

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>
<b>How well does the provision promote the well-being of learners?</b>	<b>2</b>

**LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>2</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>

<b>The extent to which schools enable learners to be healthy</b>	<b>Yes/No/NA</b>
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are taught about sexual health risks	Yes
Learners are encouraged and enabled to eat and drink healthily	Yes
<b>The extent to which providers ensure that learners stay safe.</b>	<b>Yes/No/NA</b>
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>How well learners enjoy and achieve</b>	<b>Yes/No/NA</b>
Support is given to learners with poor behaviour and attendance	Yes
Learners' personal and academic development are monitored	Yes
<b>The extent to which learners make a positive contribution</b>	<b>Yes/No/NA</b>
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	<b>Yes/No/NA</b>
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Yes
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	Yes

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Brookfield Community School  
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18 May 2005

Dear Pupils,

Thank you very much to all of you who spoke to us and answered our questions during the recent inspection of your school. We very much appreciate the help that you gave us and we were very impressed by your courtesy and good behaviour throughout our visit. We decided that your school is good, with some excellent features, and that it is well-placed to improve even further in future.

Standards in GCSE examinations are well above average. The good leadership of the school, your positive attitudes and the good work of your teachers all help you to make good progress in your studies. In some subjects you do remarkably well. Results in geography, design technology and music, for example, are very high. In some other subjects you do not make such rapid progress and we are asking the school to work to improve these. Overall, teaching is good – some is very good. The range of subjects that you can study, especially in Years 10 and 11, is wider than in most schools and the range of after-school clubs and activities that you can join is outstanding – much greater than in most schools. There are learning skills that you should be taught in all subjects, skills of literacy, numeracy and ICT. Your school has plans for this to happen, but they are still at an early stage. We have asked them speed these up, because they will help you to learn more effectively – especially in Years 7 to 9.

Many aspects of your school's work are good: your personal development, careers advice, the value for money it gives, and the ways it listens to you and keeps you safe. Some aspects are outstanding, such as the links with the community and the excellent relationships. On some subjects, you are given very good advice and help, backed up by helpful marking of your work, and this helps you to make progress. We have asked the school to work to ensure that all teachers are equally helpful.

Very many of you are very proud of your school. We think that you are right to be so, and that the school should be proud of you.

Best wishes for the future.

Paul Cosway  
Lead inspector