



Brookfield Primary School

Inspection Report

Unique Reference Number 112774
LEA City of Derby LEA
Inspection number 279015
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Mr. Alan Lemon AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	The Hollow
School category	Community		DE3 0BW
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01332 516459
Number on roll	198	Fax number	01332 516459
Appropriate authority	The governing body	Chair of governors	Mrs. Gillian Tatlow
Date of previous inspection	1 November 1999	Headteacher	Mr. Johnathan Gallimore

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils who attend this small primary school come from White British backgrounds but there is a higher than average proportion of pupils from minority ethnic backgrounds; mainly Indian and Pakistani. A few pupils are at an early stage of learning English. The level of children's knowledge and skills when they start school is below average, overall, although fewer pupils have learning difficulties or disabilities than found in most schools. The number of pupils entering or leaving the school other than at the usual time is higher than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's effectiveness is good. This judgement matches the school's own evaluation of its performance. The school has come successfully through a turbulent period which was having a detrimental effect on pupils' achievement. As a result of good leadership and management, the school has been able to stabilise standards and raise achievement for all groups of pupils. Governors play an effective role in helping drive the school's improvement. Restricted budgets have been managed well and the school provides good value for money. The school has a good capacity for further improvement. The quality of provision in the Foundation Stage is good and children make good progress. The school builds well on this good start so that the level of progress is maintained, standards at Key Stage 1 and 2 are broadly average and pupils achieve well. Teaching and learning are beginning to benefit from several initiatives aimed at raising standards, in particular the development of effective approaches to learning and improvements in assessment. Teaching is good, overall, although marking of pupils' work could be even better still and managing their behaviour could be even more effective in some lessons. Nevertheless, pupils are well cared for, guided and supported; their personal development is good. They have many worthwhile opportunities to take responsibility and contribute in school and beyond. Pupils are provided with a good range of work and activities. Nearly all pupils take part in the wide variety of additional activities, which makes school a thoroughly enjoyable experience for them. The monitoring and evaluation carried out by the school gives it an accurate picture of its effectiveness. Nevertheless this aspect of the school's work could be developed further particularly in relation to checking that new initiatives introduced to improve the quality of teaching are being implemented consistently in every classroom.

What the school should do to improve further

- Rigorously monitor and evaluate the success of new initiatives aimed at improving teaching and learning.
- Ensure teachers' marking of pupils' work is of a consistently high standard across the school.
- Ensure pupils' behaviour is managed even more effectively by all teachers.

Achievement and standards

Grade: 2

Achievement across the school is good, representing an improving picture in relation to standards and pupils' progress. There is no significant variation in the progress made by different groups of pupils. Nursery aged children make satisfactory progress and those in the Reception class make good progress. As a result the vast majority of children achieve the expected standards on entry to Year 1. In the past few years, due to the school's difficult circumstances, standards at Key Stages 1 and 2 have often fluctuated in different aspects of pupils' work. In some years, pupils made inadequate progress. However, the effectiveness of the leadership has enabled the school to turn the corner and bring about improvements in teaching and learning. In 2005, results

in tests and assessments showed that standards were about average and there had been a marked improvement in their rate of progress. Inspection findings indicate that pupils have continued to make good progress and achieve well in relation to their starting points. The outcomes of assessment and analyses of pupils' progress are being used with increasing effectiveness at all levels in the school to raise achievement. The sharper focus on what can be achieved has lifted the expectations of staff and pupils. The school sets challenging end of year targets, especially for more able pupils and all pupils are on track to achieve their targets.

Personal development and well-being

Grade: 2

The school's effective systems for developing pupils' personal development and well-being mean their spiritual, moral, social and cultural development are good. Attendance and punctuality are good and pupils enjoy coming to school. Behaviour is good overall. The school has developed good behaviour management systems and the vast majority of pupils respond well to the expectations made of them. Pupils are confident and say they know who to go to if they have a problem. The school also has a 'worry box' that pupils may use if they have confidential issues. School and class councils play an important part in pupils' social development and in developing their awareness of citizenship and responsibility. Pupils talk enthusiastically about the many and various roles they undertake. Recent suggestions through the school council have led to improvements in the toilet areas and in the school library. Older pupils in both key stages take their responsibility to lead playground games with younger pupils seriously. Pupils are effectively taught about healthy lifestyles and the school is working towards the Health Promoting School award. They are given good opportunities to make a positive contribution to the community and to collect for a range of local and national charities. Preparation for future economic well-being is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and enables all pupils throughout the school to learn well and make good progress. Teaching has many good features and more are being developed. In particular, coaching pupils to be effective learners is paying dividends in their personal development and the progress they make. Year 6 pupils speak knowledgeably about the good learning habits they have been taught such as solving problems for themselves and helping each other. These qualities are abundantly evident in how they work. Effective learning habits are successfully promoted in displays in classrooms and around the school. Pupils are managed well in lessons and although any lapse in good behaviour is usually addressed skilfully, occasionally it could be dealt with better. Support for pupils with learning difficulties or disabilities in lessons and when they are taught in small groups is effective. Lessons are planned well and in most of them learning objectives are explained to pupils in ways that shows them clearly what they have to

do. Most teachers make good use of pupils' targets in English and mathematics and have good knowledge of pupils' abilities and interests. This leads to lesson activities that are challenging and enjoyable for pupils. The frequent opportunities for pupils to work in pairs or small groups succeed in boosting the quality of learning. Careful thought is given to resources and good use is made of information and communication technology to support learning. Care is taken to check pupils' progress in lessons. Assessment information is used well to inform lesson planning, identify challenging targets and provide a good match of work to pupils' differing abilities.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of different groups of learners well. The school ensures there is a suitable emphasis on literacy and numeracy and subjects are planned effectively enabling pupils to make good progress. There are good opportunities for pupils to take on responsibilities and to use their initiative, such as making decisions about school issues and supporting charities. Education relating to healthy eating and safety education is effective. Good support is provided for pupils with learning difficulties or disabilities. There is good enrichment of the curriculum through visits and visitors and extra-curricular clubs. This provision is much enjoyed by pupils as demonstrated by the high proportions taking part; over half of Key Stage 1 pupils take part in clubs and participation at Key Stage 2 is excellent with every pupil in Year 6 currently taking part in at least one extra activity.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Health and safety issues are dealt with well and arrangements for safeguarding pupils are robust and regularly reviewed. The school has worked effectively to ensure that all staff have appropriate training about health and safety issues and that pupils are made aware of issues such as safe internet use. Staff know pupils well and there is a pleasant atmosphere as pupils work and move around the school. Child protection procedures are thorough. Literacy and numeracy targets, which are matched to pupils' capabilities, give them a good incentive to make progress. Pupils with learning difficulties or disabilities are identified speedily and supported effectively in their learning. As a result, pupils are generally happy and confident. They are well prepared for the next stage of their education and for working life. The marking of pupils' work is satisfactory overall and has improved significantly in recent years. Teachers mark pupils' work regularly, and while the standard of marking is often good it is sometimes hasty and does not always give pupils enough information about how well they have done and what they can do to improve further.

Leadership and management

Grade: 2

Leadership and management throughout the school are good. The headteacher is an inspiration to the school, providing it with a challenging vision for its future. This is shared well, planned for effectively and gives the whole school a common sense of purpose. Pupils hold the school in high regard and they are kept closely involved in its life and work. Effective leadership throughout the school gives it a clear direction and sets high expectations. Parents' views are positive, the school is gaining a good reputation and numbers on roll are increasing. Governors have been effective in supporting the school, in adding to the drive for improvement and managing well the financially lean years. Management throughout the school is good. Roles and responsibilities are clearly defined and carried out well. Many initiatives have been developed that are having a good effect on the school achieving well articulated aims. The development of targets for pupils and the emphasis on promoting good learning habits have had a positive impact on pupils' progress and personal development. Leadership and management demonstrate a good capacity for further improvement. Monitoring and evaluation gives the school a broad, accurate picture of its effectiveness. In particular, the monitoring of pupils' performance provides the means by which the school identifies challenging targets in relation to pupils' progress. However, an evaluation of the impact of new initiatives on the quality of teaching requires further development. There is currently some variation in the implementation of these initiatives and, as a result, the good practice in much of the teaching is not being spread effectively.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Many thanks to you all for the way you helped in the recent inspection of your school. We enjoyed and valued the opportunities we had to speak with many of you. You told us a lot about what you think of your school and your work. I am writing to tell you about what we found out about your school. We think your school is a good school and is doing an effective job of helping you develop well as young people. Your willingness to be helpful to each other and take on responsibilities is impressive. We were really pleased by your interest in lessons and how hard you work. So we were not surprised to find, when we looked through your books and saw your teachers' assessments, that you are making good progress. We were impressed by the quality of teaching. Your teachers take a lot of care in explaining things clearly and are very willing to help you when needed. What is particularly good is that you are being shown effective ways of learning successfully. However, because there have been many changes made to the way teaching happens, we have asked the headteacher to check that these changes have taken place successfully in all lessons. For example, when your work is marked you are always told how well you have done and what you can do to improve further. You have a good range of work and activities each day and great opportunities to pursue many additional interests outside of school, particularly sports. The number of you who take advantage of the extra activities is most impressive. Your school is well led and managed because, like you, the adults work well as a team. They are keen and determined that you do as well as you can. It was good to see that so much improvement has taken place and also that you have helped make this happen. Well done to you all and keep up the good work.