



Brook Field Primary School

Inspection Report

Unique Reference Number 126283
LEA Swindon
Inspection number 282091
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector Lorna Brackstone AI

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

Type of school	Primary	School address	Cartwright Drive
School category	Community		Swindon
Age range of pupils	4 to 11		Wiltshire SN5 5SB
Gender of pupils	Mixed	Telephone number	01793 874582
Number on roll	411	Fax number	01793 758781
Appropriate authority	The governing body	Chair of governors	Mr David Thomas
Date of previous inspection	6 March 2000	Headteacher	Mr D R Nicholas

Age group 4 to 11	Inspection dates 13 March 2006 - 14 March 2006	Inspection number 282091
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Brook Field is a large school situated in a private housing development in West Swindon. Most of the pupils are of White British background but there are a small number who are of Asian, Chinese and Japanese heritage. A small proportion of pupils use English as an additional language but very few are at an early stage of language acquisition. The proportion of pupils with learning difficulties is below average. Attainment on entry is above the expected levels in speaking and listening and knowledge and understanding of the world but personal and social skills are at the level expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brook Field sees itself as a good school and inspectors agree with its judgement. The school provides good value for money. The pupils achieve well and Year 6 pupils attain standards that are well above the national average. The good leadership and management, notably the exceptional teamwork of the headteacher and deputy, ensures that the quality of teaching and learning is maintained at a good level, and the rigorous monitoring and tracking procedures enhance this.

Pupils have positive attitudes and enjoy their learning. Behaviour is generally good, but a small minority of pupils do not always display the high standards of behaviour that are expected by all the teachers. Most children are very confident when they start school. Personal development is good and, consequently, pupils are well prepared for adult life. They are well cared for and given good support and guidance in personal welfare and in their academic studies.

There is a good curriculum that is related well to local issues and supports pupils' good achievement. The quality of provision in the Foundation Stage is good and the children make good progress. Whilst provision for pupils with learning difficulties is good, a small number of individual education plans are not sufficiently precise enough to ensure that their progress can be measured. Links with the local secondary school are outstanding and there are good links with the local playgroups. Parents are very closely involved in the life of the school. The school has made a good improvement since the last inspection and has a good capacity to improve.

What the school should do to improve further

- ensure that all pupils come to school with an understanding that the highest quality of behaviour is expected of them at all times
- ensure that all the individual plans for pupils with learning difficulties have precise targets that can be evaluated over short periods of time.

Achievement and standards

Grade: 2

Overall, standards and achievement are good because learners are well taught and receive an interesting programme of work. They are guided carefully in their learning and personal development. Children start school with above the expected levels in key areas such as speaking and listening, and knowledge and understanding of the world but personal and social development is at the expected level. The children achieve well in the Foundation Stage and attain above average standards by the time they are ready to start Year 1. This good achievement is sustained well in Years 1 and 2 and attainment is above average by the time they start Year 3. Pupils achieve well in Years 3 to 6 and standards are well above average when they move onto secondary school.

The school meets the challenging targets that it sets. Pupils who have learning difficulties, the gifted and talented, and those for whom English is an additional language achieve as well as other pupils because they are supported well in class.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils is good. In the Foundation Stage, children's personal and social skills are developed well and this helps them to relate confidently to each other. Pupils enjoy coming to school and this is illustrated by the enthusiasm they show for their lessons and their good levels of attendance. Pupils have good study skills and work sensibly with their 'talking partners'. They understand the reasons for school rules and appreciate the systems of sanctions and rewards. Behaviour is generally good, but a small minority of pupils do not always display the high standards of behaviour that are expected in lessons.

Pupils' spiritual, moral, social and cultural development is good. Their ideas are taken into account through the effective work of the school council. Pupils are aware of their responsibilities for each other in school, and for the wider community beyond. This is illustrated by their charity fundraising efforts, including that for a special school in Gambia. Pupils also gain a good understanding of the diversity of cultures in Britain today. Pupils understand the importance of eating healthily, taking exercise and staying safe. They are gaining the necessary numeracy, literacy and computer skills that will help them in the workplace. They are also developing initiative, independence and the ability to work in teams that will be needed in the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lesson planning is good, with teachers providing effective challenge for all pupils by preparing different tasks that match their needs. The good range of teaching styles enables pupils to be actively involved in lessons, for instance through opportunities to answer and explain, or by completing tasks in pairs so that they share their understanding. In addition, many teachers offer a good model to pupils by their own apt choice of words and expression. Effective teaching is also shown by good use of time, brisk pace in lessons and well-organised learning, thus ensuring that the learners concentrate well and are highly motivated. There are occasional instances of inattentive behaviour where a small number of pupils are not respectful about the learning of others. However, the teachers' use of incentives and rewards ensure that behaviour is managed well.

Good use is made of a range of interesting resources that are well deployed. Teaching assistants provide very good support through intensive work with pupils, including those with learning difficulties. A strong feature of the school is the involvement of parents in their children's learning. This is particularly evident each morning when

parents are welcomed into school with the pupils. Communication with class teachers is facilitated and aids parents' understanding of teaching methods and the curriculum.

Teachers monitor pupils' work and track their progress well. This enables them to effectively ensure that activities build successfully on past work. However, the individual education plans for a small number of pupils who have learning difficulties do not always have precise targets that can be evaluated over short periods of time. Teachers mark pupils' books regularly and consistently and provide helpful comments on how the quality of their work can be improved.

Curriculum and other activities

Grade: 2

The curriculum is good and is well suited to the needs of the pupils and prepares them well for their life and work in the local community. This is evident in the study of the history of the Great Western Railway where the local museum is used well as a learning resource. There are good opportunities to link different subjects and this helps the pupils to understand the importance of the knowledge and skills they are developing. For example, history is often developed through literacy sessions and good use is made of the well-equipped ICT suite to develop subjects such as mathematics and geography. Theme weeks and days are also planned, such as the expressive arts week that enables pupils to link elements of geography, art, drama, music and design and technology in their exploration of other cultures. Some special days have a strong focus on physical activities. The quality of the curriculum in the Foundation Stage is good and activities for classroom and the outdoor learning area are well planned.

The school makes good provision for pupils with learning difficulties and those who are gifted and talented. There are a small number of pupils for whom Japanese is their first language. A local company pays for a native speaker to provide in-class support for these pupils, which enables them to be fully involved in all aspects of the curriculum. The personal, social and health education and physical education curricula give pupils good opportunities to learn about issues of healthy living and personal safety. The school has a good range of out of school activities, including opportunities to learn various musical instruments and sports, and there are good levels of participation by pupils in these activities.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and gives them good guidance and support. The pupils told inspectors that they feel safe at school and 'if we have a worry, someone will always sort it out'. The procedures to deal with child protection, racial harassment and bullying are good. Pupils' views and opinions are valued. They have the chance, through the school council and pupil surveys, to air their ideas and concerns. The monitoring of pupils' academic and personal development is good. Information from assessments is used well to identify what needs to be done to raise standards. Targets are effectively set for pupils in English and mathematics. Pupils understand their individual targets and know what they have to do to improve their work. However, a

small number of pupils with learning difficulties do not have precise targets that can be evaluated over short periods of time.

The school works closely with parents and outside agencies in order to provide good support for pupils with learning difficulties. Particularly good support is provided for pupils prior to their transfer to secondary school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and his deputy are an exceptional team who together provide leadership that is dedicated to the needs of all the pupils and is strategic in its thinking. They are well supported by the other members of the senior leadership team. This includes the Foundation Stage leader who ensures that the provision for the youngest children is given equal status within the school.

The newly-established monitoring procedures are rigorous and this enables the senior leadership team to evaluate the quality of education and provide effective staff training where necessary. Governors have a good involvement in the life of the school and offer high levels of expertise. This means that they challenge well from a knowledgeable and well-informed point of view.

The rigorous systems for appointing high quality staff results in a school where all the adults employed value the pupils in their care and provide a good quality education for them. Teachers and support assistants create a stimulating environment where pupils' work is reflected well. They use a good range of interesting resources to maintain the interest and enthusiasm of the pupils. The outstanding links with the local secondary schools not only ensure that Year 6 pupils have a smooth transfer but specialist support provides well for its gifted and talented pupils.

The quality and effectiveness of the school's self-evaluation is good. A regular survey of the views of parents and pupils ensures that their opinions are valued and carefully considered. The school has a good capacity to make further improvements.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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?	1	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	2	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

Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you and getting to know your school.

There are lots of good things, especially:

you work hard and reach good standards

you all speak very well, are confident and develop good personal skills. Most of you behave well

you are well taught and enjoy the good range of interesting activities that are available

your school is led and managed well by your headteacher who is very well supported by the other senior staff

you are all well cared for and get on well with staff

nearly all of your parents agree that this is a good school.

There are two things we have asked the school to do:

help you all meet the high expectations of behaviour that the teachers have

give all of you who have difficulty in your learning clearer targets that can be achieved in a shorter space of time.

Thank you again for helping us to find out about your school and best wishes for the future.