



Brooklands Primary School

Inspection Report

Unique Reference Number 133982
LEA DERBYSHIRE LEA
Inspection number 282410
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Ms. Sheelagh Barnes LI

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

Type of school	Primary	School address	Clumber Street NG10 1BX
School category	Community		
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01159 732 846
Number on roll	447	Fax number	01159 724 204
Appropriate authority	The governing body	Chair of governors	Mr. Roland Hosker
Date of previous inspection	Not applicable	Headteacher	Mr. Sean Thorpe

Age group 3 to 11	Inspection dates 4 May 2006 - 5 May 2006	Inspection number 282410
-----------------------------	-------------------------------------------------------	------------------------------------

© 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

The school is situated in Long Eaton, to the south of Nottingham. It is larger than average and was formed in 2003 by the amalgamation of Brooklands Infant and Junior Schools. Many of the subject coordinators and senior managers are new to post and to their role since that time. The proportion of pupils eligible for free school meals is average. The proportion of pupils who have learning difficulties and disabilities is below average. Three pupils have a statement of special educational need. The vast majority of pupils (95%) come from White British backgrounds and speak English as their first language. Attainment on entry to the nursery is below average. Significant proportions of older boys and girls, both from higher and lower attaining groups, who joined the school when it opened, were not achieving as well as they could. This is the school's first inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that provides sound value for money. Inspectors agree with the school's evaluation of its current overall effectiveness. Teaching and learning are satisfactory overall. Assessment is satisfactory, but the school acknowledges that more regular use could be made of the information gathered to tailor lessons more accurately to individual pupils' needs. Marking is accurate and regular but information to pupils about what to do to gain the next level is not always made explicit. Children have a good start to their education in the Foundation Stage. Provision and progress in the Nursery and Reception classes are good, enabling children to reach the expected standards by the end of Reception. Progress overall throughout the main school is satisfactory. Pupils' spiritual and cultural development is satisfactory overall and their moral and social development is good. Behaviour is good. Pupils enjoy lessons and are keen to come to school so that, as a result, attendance is good. The school is in the process of establishing leadership teams, and leadership and management are satisfactory overall. Subject leaders are developing systems to monitor the progress of individuals and groups. The leadership of the headteacher is clear-sighted. He has a good understanding of what needs to be improved. Together with governors and senior staff he has worked swiftly to move the school in the right direction and to create a supportive team who work well together. The headteacher and governors have worked to improve the building and grounds and are creating an attractive learning environment. Parents are supportive of the school and appreciative of its work, although some would like more opportunity to express their views. The school has the capacity to continue to improve further.

What the school should do to improve further

- Make better use of assessment information when planning lessons so as to match pupils' needs more accurately. - Share with pupils and their parents explicitly what children need to do next to improve still further. - Develop coordinators' roles, to include monitoring of standards and ensuring that pupils from all groups make the best possible progress.

Achievement and standards

Grade: 3

Standards are broadly average at the end of Year 6 and pupils meet suitably challenging targets. Pupils, including those with special educational needs and those with English as an additional language achieve satisfactorily. Boys and girls achieve equally. Children make good progress in the Nursery and in the two Reception classes, from a low starting point. The standards children attain by the end of the Reception year are in line with those expected nationally. There is evidence that some older pupils may not have reached the standards of which they were capable in previous years. However, the school is well aware of this and has been taking a variety of steps to address the problem in the last two years. These are starting to have a positive impact on standards.

For example, the school has responded by reviewing the curriculum and ensuring that lessons steadily build on previous learning. Literacy lessons have been reviewed and older pupils are now grouped in 'sets' for mathematics. In addition, booster classes are in place to ensure that skills and knowledge are retained. As a result, standards are beginning to rise, progress is satisfactory and achievement in all three core subjects is satisfactory by the end of Year 6. The school is aware that, in the past, pupils who attained higher levels at the end of Year 2 have not all gone on to attain the higher Level 5 at the end of Year 6. To resolve this issue the current school development plan correctly focuses on ensuring greater variation in challenge in lessons, depending upon pupils' prior achievement.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory overall and they have positive attitudes to learning. Involvement in the Young Enterprise scheme and satisfactory development of language and mathematical skills provide a secure foundation for their future life. The school ensures that pupils' spiritual and cultural development are satisfactory. Their moral and social development is good. Through the school council, pupils make a real contribution to the school's development. They enjoy raising funds for charities and taking part in other community activities. Pupils learn how to cooperate with others in groups during lessons and in after-school activities. These activities also help them to develop healthy lifestyles. They become mature young people who get on well together and understand right from wrong. Bullying is rare and any disagreements are usually resolved through discussions. Pupils behave well and are safety conscious, for instance, when moving between the school buildings. Their enjoyment of school is good and they make the most of sport and other activities on offer. Attendance is good and is carefully checked. Links with other schools and community groups are satisfactory and developing further.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Pupils with English as an additional language, higher attaining pupils and those with learning difficulties or disabilities make progress in line with their peers due to the sound teaching they receive. Timely support is provided for pupils with learning difficulties or disabilities, including extra teaching in small groups. Teaching and learning in the Foundation Stage are good overall and many good lessons were observed during inspection in other year groups. In the Nursery and Reception classes lessons are planned to match the needs of individuals and groups effectively. Routines are established well and children know what is expected of them. As a result, they make good gains in their learning in these age groups. Lessons throughout the school are planned to build steadily on pupils' skills and knowledge. They are enjoyable and make good use of interesting and exciting

resources. As a result, pupils say how much they enjoy their learning. Assessment is satisfactory and the school has started to establish sound systems to monitor pupils' progress. However, too many lessons set the same challenges for all pupils irrespective of their differing ability. The school is aware of this and has highlighted the development and use of assessment information as an area of priority for the coming year. Marking is frequent and accurate, but opportunities are often missed to explain to pupils and their parents what the pupils need to do next to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in meeting the needs of different groups of learners. The school has rightly placed a recent focus on activities to enable more able pupils to achieve even better standards. In addition to providing the required curriculum, pupils have satisfactory opportunities to take on responsibilities that include using their initiative, for example, to support charities. The school is wisely increasing its use of the wider community to support learning, including organisations that help the school provide good opportunities for physical activity. Education about healthy eating is satisfactory. Safety education is good and its impact seen in how sensibly pupils move across the large site. There is satisfactory enrichment of the curriculum through visits and visitors and extra-curricular clubs. The ample provision for extra sport, notably for older pupils, is good and much enjoyed. The school provides pupils with a satisfactory understanding of other cultures.

Care, guidance and support

Grade: 3

This aspect of the school is satisfactory. Teachers and co-ordinators adequately check how well pupils are making progress, and they accurately predict how well they will do by the time they leave school. Staff guide pupils soundly by using charts of general statements of what pupils must, should and could do to improve the quality of their work. Some teachers also provide helpful explicit comments to pupils about things they need to improve. However, the paper based assessment system is cumbersome. It is difficult to track the achievement of individual pupils and groups as they move through the school. Pupils are safe and well cared for. Arrangements to ensure child protection and to minimise risks are in place. Pupils say that they are confident that the staff will look after them well. They are taught soundly how to look after themselves, and to lead a healthy life through eating a balanced diet and taking plenty of exercise. Pupils who have difficulties in their learning, or are at risk in various ways, are supported soundly in lessons and throughout their time in school.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The leadership of the headteacher is good. He has a clear vision for the school's continued improvement and a good

understanding of what needs to be developed in this new school. Self-evaluation by the head teacher is accurate and realistic and increasingly includes the views of parents and other interested parties. Over the last two years the amalgamation of the school has been well managed so that the school is now successfully working as one community even though it is still running on two sites for the time being. The headteacher, governors and senior staff have worked together swiftly to move the school forward. Leadership teams are still in the process of being developed due to the newness of the school. The ways that subject leaders check the progress of pupils have started well, and provision is satisfactory overall. However, senior staff are aware that there is more to be done in using the data to set targets and identify key areas for improvement. Governance is satisfactory and the school achieves satisfactory value for money. Parents are kept well informed about school issues and the school has plans to provide them with even more explicit information about their individual children's progress. The school has a good capacity to continue to improve further, due to the accuracy of its perceptions of its own performance and the determination of all involved to aim for high standards.

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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 welcoming us to your school when we visited recently and for being so polite and friendly. What we liked most about your school - You get a good start to school in the nursery and reception classes. - You enjoy lessons, because school is a happy place and you come to school regularly unless you are ill. - The teaching you receive is helping you to make sound progress in your learning. - Teachers set clear rules for you and your behaviour is good. - There is a good range of sporting activities which we know that you really enjoy. - Your headteacher and governors are working hard with all staff to develop a new, attractive and comfortable building and school grounds for you to learn in. - Your headteacher knows what to do to make your school even better. He has already identified the things we agree the school needs to do next. What we have asked your school to do now - Teachers in charge of subjects should build up a clearer picture of how well you are all doing to help you to learn even more. - We are asking teachers to take even more care in planning lessons at the right level for all of you. - The marking of your work needs to give more help to you and your parents to let you know how well you are doing and how you can improve. We really enjoyed talking to you about your work and watching you learn and we wish you all well for the future. Yours sincerely