



Brookfield Park Primary School

Inspection Report

Unique Reference Number 134603
LEA Lancashire
Inspection number 282612
Inspection dates 29 June 2006 to 30 June 2006
Reporting inspector Mr Anthony Calderbank

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

Type of school	Primary	School address	School Lane
School category	Community		Chapel House
Age range of pupils	3 to 11		Skelmersdale, Lancashire
Gender of pupils	Mixed	Telephone number	01695 724042
Number on roll	251	Fax number	01695 550738
Appropriate authority	The governing body	Chair of governors	Mr Ray McManus
Date of previous inspection	Not applicable	Headteacher	Miss Paula Evans

Age group 3 to 11	Inspection dates 29 June 2006 - 30 June 2006	Inspection number 282612
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school is the result of the recent amalgamation of two well-established primary schools. It serves a socially and economically deprived area. The vast majority of pupils are of White British heritage. The number of pupils who take free school meals and the proportion with learning difficulties and/or disabilities are above average. A small proportion of pupils are looked after or vulnerable. Children's attainment on entry to the Nursery is well below average. There have been significant staff changes since September 2005. The school is recognised as an Investor in People and holds three Lancashire Healthy School Quality Marks. It is part of an Excellence Cluster.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and very inclusive school. It is well aware of its strengths and areas for development. Its self-evaluation accurately reflected the school's position earlier this academic year when it judged its effectiveness as satisfactory. The school's effectiveness is now good because there have been significant improvements this year. Standards are now a lot higher by the end of Year 6 than they were in 2005. Pupils are now achieving well and standards are broadly average, but more still needs to be done to improve the performance of more able pupils, particularly in writing. Standards by the end of Year 2 are below average, although pupils achieve satisfactorily. Their rate of progress this year has been good and they have made up some of the lost ground from last year when they made inadequate progress.

Teaching and learning are good. Lessons are planned well and marking is good to ensure that pupils know how to improve their work. Homework is used very effectively, in Year 6 particularly, to help raise standards. Assessment procedures are good and are generally used well to match work to pupils' varying needs. This is not always the case for the more able pupils. The quality of education and children's achievement in the Foundation Stage are good. The work that pupils do and the way it is taught when they enter Year 1 is significantly different from what they were used to in Reception. Some pupils are slow to adapt to this change and their needs have to be catered for more effectively for them to make good progress.

The improvements since 2005 have been marked and rapid due mainly to the unrelenting drive from the top to push up standards. Leadership, management and governance are therefore good. The provision for pupils' care, guidance and support is good and this results in pupils' good personal development and well-being. Relationships are very positive and the vast majority of pupils behave well. The curriculum is good and pupils enjoy the many extra activities and educational visits. Attendance has improved and is broadly average. As a Year 6 pupil said, 'School is fun and the teachers are kind.' The school is in a good position to make further improvements. It manages its finances very effectively and provides good value for money.

What the school should do to improve further

- Raise standards in Years 1 and 2 by improving the transition between Reception and Year 1.
- Increase the rate of progress of the more able pupils, particularly in writing, by using assessment information more accurately to ensure that work is matched to their needs.

Achievement and standards

Grade: 2

Given pupils' well below average attainment when they start in the Nursery, they make good progress and achieve well to reach overall average standards by the end of Year 6. Standards are rising because of the improving quality of teaching. Pupils with learning difficulties and/or disabilities achieve well because of the effective support they receive. Though children achieve well and make good progress in the Foundation Stage, standards by the time they enter Year 1 are below average and this means that a significant number of them are not ready to begin the National Curriculum. This factor contributes to the below average standards by the end of Year 2. Pupils achieve satisfactorily overall in Years 1 and 2 but the more able pupils do not progress as well as they should in reading, writing and mathematics as confirmed by the 2006 teacher assessments. However, their rate of progress this year has been good and Year 2 pupils have made up some of the lost ground from last year when they made inadequate progress. In Years 3 to 6, pupils are now making good progress overall and standards are average. In 2006, the school exceeded its challenging targets and the percentage of pupils attaining the expected level has risen in English, mathematics and science. However, there is still a need to increase the rate of progress for the more able pupils, particularly in writing. Pupils make good progress developing their information and communication technology (ICT) skills and standards in art are above those found in most schools.

Personal development and well-being

Grade: 2

Pupils are polite and well mannered. They speak warmly about their school and enjoy the opportunities it offers them. Spiritual, moral, social and cultural development is good overall. Pupils are respectful, know right from wrong, and relate well to each other and adults. They participate in a satisfactory range of activities that help them to understand the beliefs and lives of people from different cultures. Behaviour is good overall. The small minority of pupils who find it hard to meet the school's expectations with regards to behaviour are managed well. Pupils feel safe and secure and report that they know where to seek advice when they need help. There are good opportunities for regular exercise and pupils have a good understanding of how to stay healthy by eating sensibly and enjoying physical activities. Pupils make a good contribution to the local and wider community by, for example, donating Easter eggs to Ormskirk Hospital and supporting charities such as the Blue Peter Appeal. Their views are sought and acted upon through surveys and the work of the school council which has been instrumental in bringing about improvements to the school environment. Pupils' good basic academic achievement and social skills prepare them soundly for their future education and lives. Pupils are aware of the importance of coming to school regularly and on time. Attendance rates have improved significantly because of the action taken by the school and are now similar to those found in most schools.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers generally plan pupils' work well to match their interests and their varying learning needs. In some lessons, particularly in writing but sometimes in other subjects, the work that more able pupils have to do is too easy. This slows their learning. Teachers are skilled at making clear to pupils what they are expected to learn in a lesson. This keeps pupils focused and ensures that by the end of the lesson pupils have learnt what they needed to improve the standard of their work. The good quality of marking in English and mathematics also helps pupils to make good progress. Good relationships between staff and pupils are the basis for the good management of pupils' behaviour. Although some pupils are disruptive from time to time, learning is rarely interrupted for long because of the teachers' effective use of the good systems for managing pupils' behaviour. Homework, in Year 6 in particular, is used very effectively to increase the rate at which pupils learn. The strategy of teaching Year 6 in two smaller groups for English and mathematics, contributes to the better rate of progress this year compared with last year. Teaching and learning are good in the Foundation Stage. There is a good mix of teacher-directed and independent work. Skilled support staff work closely with the teachers to ensure that children's learning is good. Throughout the school, pupils with learning difficulties and/or disabilities are taught well. They receive effective support from the school's inclusion leader and from classroom assistants who implement good individual programmes of work.

Curriculum and other activities

Grade: 2

The curriculum is good overall. It motivates pupils and promotes an enjoyment of learning. Careful monitoring has led to improvements which have had a positive impact on standards. For example, pupils are now provided with more opportunities to develop their speaking and listening skills through the use of 'chatty partners'. Though a high priority is placed on developing the basic skills of literacy and numeracy, more opportunities could be provided in other subjects, for more able pupils particularly to improve their writing skills. An effective programme of activities, linked closely to the nationally agreed goals, is provided for children in the Foundation Stage. There is a need to extend some of these good practices into Year 1 to cater for the needs of those pupils who are not ready for the National Curriculum. Throughout the school, pupils with learning difficulties and/or disabilities are well supported by teachers and classroom assistants using well monitored individual education and/or behaviour plans. Many pupils take part enthusiastically in a good range of extra-curricular activities, including sporting events, that helps to broaden their experiences. Work in class is enriched by regular visitors and visits, including a residential visit for older pupils. These help to extend pupils' experiences and understanding of the world. Staff and

pupils take pride in and care for their school. The attractive school grounds provide a safe and secure environment for pupils.

Care, guidance and support

Grade: 2

The school promotes the good quality of care of pupils through health and safety procedures that are implemented effectively. Risk assessments are carried out thoroughly and the safety of pupils is given high priority. This is reflected in a very clean and well maintained building. The development of healthy lifestyles has a high profile in the school. The school listens carefully to pupils' views and ensures that there is active involvement in activities that involve the school community. For example, the school council plays an important part in making decisions that affect the whole-school.

The school monitors pupils' academic progress thoroughly and in nearly all cases uses assessment information to help ensure pupils' good progress. This is not always the case for more able pupils. All pupils at risk are identified early and good support put in place to help them make the same progress as their classmates. The successful implementation of a behaviour improvement programme by senior staff and the learning mentor plays an important part in the school's success in helping vulnerable pupils achieve well. The school works well with parents, support agencies and neighbouring schools to ensure that pupils' personal and academic needs are met effectively.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by the deputy headteacher, provides good leadership. She leads the school with great purpose and has very effectively managed the amalgamation. The headteacher delegates management roles to teachers skilfully. They provide good leadership and management of the subjects for which they are responsible. There is a sustained drive to raise standards led by the headteacher and supported by governors and staff, in particular those who have responsibility for English and mathematics. This year, they have had appreciable success in improving results at the end of Year 6. This reflects the school's good capacity to improve further.

The school has effective procedures for the evaluation of its work. The headteacher and subject leaders monitor teaching and standards rigorously. The results of the monitoring are evaluated carefully. The teachers use these results very effectively to plan improvements. For example, the Foundation Stage leader and senior management team coordinator have rightly identified the need to improve the transition of pupils from Reception to Year 1 to help raise standards in Key Stage 1. The school's improvement plan is a good instrument for planning and monitoring improvement; it is effectively implemented.

The school strives successfully in most cases to ensure that everyone has an equal chance to achieve as well as they can. There is particular success with the integration

of pupils with learning difficulties and/or disabilities which means they have the same opportunities to succeed as other pupils. The school recognises that more needs to be done to help more able pupils achieve their full academic potential.

The governors are well organised and demonstrate a sound understanding of their roles. Some governors are active in the life of the school and all keep themselves well informed. They have a sound understanding of the strengths and weaknesses of the school based on excellent detailed information provided by the headteacher. Finances are managed efficiently and the school gives good value for money.

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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	NA	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	3	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	3	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	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

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To the pupils of:

Brookfield Park Primary School

School Lane

Chapel House

Skelmersdale

Lancashire

WN8 8EH

3 July 2006

Dear Pupils

Now that we have finished inspecting your school I am writing to let you know what we think. First of all, thank you very much for making us so welcome. We enjoyed talking to you and seeing your lessons. We are particularly grateful to those of you who came to tell us about the work you do and what you think of your school. The fruit kebabs which you made for us were delicious!

Yours is a good school and you do well, especially in English, mathematics and science. The staff work hard to make lessons interesting for you. They run lots of clubs, take you on visits and invite visitors to talk to you. We could see that you want to learn and you enjoy school. The staff look after you very well. You are well behaved and polite. We were pleased to see that you learn how to keep safe and healthy.

We have asked your teachers to:

make sure that those of you who can do it are given hard enough work

help children learn better when they leave the Reception class and start in Year 1.

Your school is run well and we are sure that Miss Evans, the teachers, and the governors will carry on working hard to make it better still.

Do keep on working hard and enjoying school.

Yours sincerely

Tony Calderbank and Stafford Evans

Additional Inspectors