



# Brookfield Community Primary School

## Inspection Report

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**Unique Reference Number** 119226  
**Local Authority** Lancashire  
**Inspection number** 291358  
**Inspection dates** 17–18 October 2006  
**Reporting inspector** Penny Parrish

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

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<b>Type of school</b>	Primary	<b>School address</b>	Watling Street Road
<b>School category</b>	Community		Preston, Lancashire
<b>Age range of pupils</b>	4–11		PR2 6TU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 700636
<b>Number on roll (school)</b>	132	<b>Fax number</b>	01772 702371
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Pending
		<b>Headteacher</b>	Mrs Karen Graham
<b>Date of previous school inspection</b>	1 March 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a primary school of smaller than average size, situated on the outskirts of Preston. Socio-economic data for the locality show a high level of deprivation. An above average proportion of pupils is entitled to free school meals. The school has gained in popularity over the past two years leading to an increase in the number of pupils on roll. A higher number of pupils has been admitted to Reception and a much higher number than usual has been admitted to other year groups. On admission to all classes, the attainment of most pupils is well below what is normally expected for the age group. The majority of pupils are White British, with a small number from a range of minority ethnic backgrounds. No pupil has English as an additional language. Sure Start opened a Nursery in a new building on site this term. During the inspection, the headteacher was absent due to ill-health and a temporary headteacher was managing the school.

## 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 with some good features. Parents hold the school in increasingly high regard, valuing what some describe as a 'calm and friendly' atmosphere. They are confident that their children are well cared for. Pupils enjoy school, behave well and develop good attitudes to learning. The school provides well for their personal development. Pupils are confident that adults will always help them when necessary. They understand how to maintain a healthy lifestyle. The school council leads improvements suggested by pupils, such as the development of the school grounds. Links with the wider community involve pupils in educational visits and local events that extend their opportunities for learning well. By the end of Year 6, most pupils have made good progress with basic skills in mathematics and information and communication technology (ICT), and satisfactory progress in English and science, providing adequate preparation for the next stage of their education and their future economic well-being. Pupils' achievement is satisfactory overall.

Provision in the Foundation Stage is good. As a result, children settle quickly into school and, because teaching is effective, they make good progress. By the end of Reception, most children reach the expected levels in their personal, social and emotional, mathematical and physical development. Standards are below those expected in communication, language and literacy and other areas of learning. Teaching and learning overall are satisfactory, but less consistent in the upper years of the school. Pupils in Years 1 and 2 are taught well so they continue to make good progress with pupils attaining at least average standards. In 2005, results were above average in Year 2 national assessments.

Standards by the end of Year 6 are broadly average. In Years 3 to 6, the pace of pupils' learning slows compared to Years 1 and 2, particularly in English, because teachers do not use assessment information well enough to provide activities that consistently meet the learning needs of all abilities in each class or to give pupils clear guidance on how they can improve their work. In addition, they do not plan enough opportunities in lessons for pupils to extend their speaking and writing skills in different situations. Pupils with learning difficulties and/or disabilities achieve satisfactorily overall, but where they get support from teaching assistants they do well and make good progress.

Leadership and management are satisfactory and improving. In the two years since the appointment of the current headteacher, she has provided a strong lead for pupils, staff, governors and parents. Systems for checking the school's provision have developed well.

Morale in the school is high. The staff and governors appreciate the renewed parental support evident in the influx of new admissions, have high expectations for the school and, with the continued support of the local authority, show a sound capacity for further improvement. The school provides satisfactory value for money.

## What the school should do to improve further

- Provide more opportunities for pupils to use their writing and speaking skills in lessons across the curriculum.
- Establish assessment and marking systems for writing that provide clear information for pupils' on their successes and next steps.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory overall and they attain broadly average standards by the end of Year 6. They attain higher standards in mathematics than in English and science. There are no significant differences between the progress of boys and girls by Year 6, though more boys than girls have learning difficulties. Pupils with learning difficulties and/or disabilities make satisfactory progress overall, but where teaching is good and pupils get regular support from learning support assistants, they make good progress and achieve well.

Children achieve well in the Foundation Stage. Good teaching establishes a good pace to learning right from the start so that pupils' progress goes from strength to strength. By the end of the Reception Year, the goals set nationally for the age group are met in personal, social and emotional development, mathematical development and in physical development, but are below the expectations set for communication, language and literacy, for knowledge and understanding of the world and for creative development.

In Years 1 and 2 pupils achieve well. By the end of Year 2, standards vary from year to year and are broadly average overall; although, in 2005, standards were above average in reading and mathematics. In writing, standards were broadly average but very few pupils attained higher levels.

Throughout the school, standards in speaking are below average. As a result, standards in writing are also below average, reflecting the limitations in pupils' vocabulary. Standards in science are improving due to the school's recent and effective expansion of opportunities to learn through experiment, investigation and discussion. Additional opportunities provided by the new computer suite have raised standards to at least average ICT.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils behave well and feel safe and well cared for within the family atmosphere in the school. As a child said, if anything went wrong, 'of course' he would tell a member of staff, 'if they haven't noticed already – they usually notice things first!' Most pupils enjoy coming to school, and parents readily agree this is so. The active school council makes sure playtimes are interesting. They have recently

gained an award for further development of the school grounds. Pupils are well aware that they should follow a healthy lifestyle, helped by regular energetic exercise and the healthy menu at lunchtimes, with the opportunity to gain enough points for healthy eating to sit on the headteacher's carefully laid out table on Fridays. Some of the pupils who bring a packed lunch wish this option was open to them.

Attendance has been below average for the past two years, but is now broadly average because the school has worked successfully with outside agencies to improve the attendance of a minority of pupils. Preparation for the pupils' future economic well-being is satisfactory. More could be done to improve some of the older pupils' skills in speaking and writing to prepare them for the next stage of their education and for future employment.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall. It is good in Reception and Years 1 and 2. Throughout the school, teachers prepare well for lessons and manage the pupils well. Pupils are interested in learning and work well as a class, especially when they are able to contribute directly through the use of individual whiteboards or working in partnerships or small groups. In Reception and Years 1 and 2, staff meet the differing needs of the pupils particularly well. They have a very good understanding of what pupils need to learn next and how games and practical activities can be used to make learning fun. A key strength in the younger classes is the very good teamwork between teachers and support assistants. As a result, the pace of learning is brisk and the pupils achieve a lot in a short time.

Although examples of good teaching are evident in Years 3 to 6, the quality of teaching and learning is satisfactory overall. In mathematics, improvements in teaching methods have led to better learning and progress that is now good overall. The pace of learning in English is slower than in the younger classes. Because assessment systems in writing are too general, there is insufficient information gained to provide a clear steer for teaching and learning. The marking of pupils' work is improving but provides too little information to pupils on their successes and next steps for learning.

In science, improvements in provision have led to a more practical approach to teaching and learning and this is succeeding in raising standards. However, discussions in class are limited because the older classes have little extra adult support. This means that there is still more to be done to improve the pupils' use of scientific vocabulary. Similarly, during practical lessons, the small number of pupils with specific behaviour difficulties sometimes become distracted, and the teacher often has no assistance in keeping them usefully on task.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and meets statutory requirements for all age groups. Improvements over the past two years to planning and resources have ensured that all subjects are taught in appropriate depth and with greater interest for pupils. The computer suite is a recent addition that has raised standards in ICT. The staff are working to link subjects to help pupils to enjoy learning more and to practise their basic skills across the curriculum. For example, pupils in Year 5 produced some good examples of letter writing when they wrote 'home' from Ancient Egypt. However, this work is in its early stages and there are not enough opportunities in lessons across the curriculum for pupils to write in different ways or to develop their speaking skills.

The range of extra activities made available to enrich learning has improved over the past two years and is satisfactory overall. Activities tend to be short term and much enjoyed; such as sports courses or interesting skills workshops, with few available at any one time. The school takes the opportunity to involve pupils regularly in local events, such as the multicultural music festival, in order to improve pupils' cultural development.

## **Care, guidance and support**

### **Grade: 3**

The school provides good personal care and guidance for pupils and their families. All safeguards recommended nationally are in place and used promptly when necessary. The school works well in partnership with other professionals and social services, where necessary, to improve pupils' well-being, progress and attendance. Links with parents have improved well over the past two years, with more daily contact between staff and parents, and more information provided by the school. Parents express increasing satisfaction with the school's provision. The current influx of new pupils is testimony to the school's improving profile within the local community. Systems for supporting and guiding pupils' learning are satisfactory and improving. Regular checks in mathematics provide a clear agenda for future plans. New systems within science, ICT and other subjects are building up useful information for staff to raise standards further. In English, however, staff know pupils' overall annual progress but there are insufficient opportunities organised to check the on-going development of their skills, for example, in writing. This reduces the ability of staff to teach pupils according to their specific needs, and affects pupils' opportunities for higher attainment in Years 3 to 6.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher provides a strong lead and good strategies are in place to continue the school's improvement during her temporary absence. It is clear from the school's documentation and

discussions with staff, pupils, parents, governors and the local authority that the school has made good progress in the last two years to address issues from the previous inspection and to deal with the school's current needs. The school has used the support of the local authority well to establish secure procedures for evaluating its own work. Action plans for the development of writing are clear but in the early stages. Previous work on raising standards in mathematics has had a good impact on pupils' learning.

The role of the subject leaders has developed over the past two years to a satisfactory level, evident in the improved curriculum, resources and the new systems for checking the quality of provision through the school. Arrangements for the inclusion of all pupils in successful learning are satisfactory overall but limited by insufficient support staff to carry them out well. Governance is satisfactory. All statutory duties are met. The headteacher is helping the governors to increase their understanding of the school's performance and ability to contribute to strategic planning by involving them more in the daily work of the school. The school's capacity for further improvement is satisfactory. It has developed a strong ambition for improvement over the past two years and its effective links with the local authority provide a source of a significant strength.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Brookfield Community Primary School

Watling Street Road

Preston

Lancashire

PR2 6TU

19 October 2006

Dear Children

I enjoyed visiting your school. Thank you for your warm welcome and all your help in telling me about your school and your work – and for being so patient while I wrote down all that you told me. You are very well behaved and friendly, and this helped me to enjoy my stay very much. I think it also helps other children to feel safe and happy in your school. The newest children say they think your school is best.

I found out that most of you enjoy learning and try to do your best in lessons. The children in Reception and Years 1 and 2 do particularly well and quickly get ahead with their work so I have asked your school to make sure that all of you do as well as each other. You will have to help the teachers and other staff by working hard to improve your learning in English and science especially.

You have a healthy diet and lots of exercise to help you grow strong and well. The school council is doing a good job in improving things for you at playtimes and in the school grounds. I think the way the older children organise the milk bar and the kitchen staff provide healthy food before school and at lunchtime and playtime is impressive.

I hope you continue to be happy at Brookfield and do well in the future as you grow up.

Mrs Penny Parrish

Inspector