

Brookfield Primary School

Inspection report

Unique Reference Number	112774
Local Authority	City of Derby
Inspection number	325682
Inspection dates	18–19 June 2009
Reporting inspector	Lynn Lowery

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	232
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Gillian Tatlow
Headteacher	Mr Johnathan Gallimore
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Hollow Mickleover Derby Derbyshire DE3 0BW
Telephone number	01332 516459
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Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized primary school which has grown in size since the last inspection. The Early Years Foundation Stage Unit includes children in the Nursery and Reception classes. The school serves a catchment area of mainly private housing, although an increasing number of pupils travel to the school from further afield. The percentage of pupils entitled to free school meals is below average, as is the proportion with learning difficulties and/or disabilities. Almost a third of the pupils are from minority ethnic backgrounds, mainly from Indian and Pakistani heritage. About 10 per cent are at the early stages of learning English as an additional language. The school holds the Healthy Schools Award, Active Mark, Basic Skills Quality Mark 2 and the Eco Schools Bronze Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brookfield is a good school that is continually seeking ways to improve. It has some outstanding features, such as the way it promotes pupils' personal development and well-being and the excellent partnerships it maintains with other agencies to support not only pupils, but their parents as well.

Pupils thoroughly enjoy school and make excellent progress in their personal development. They are polite and friendly and behaviour is excellent. They demonstrate very responsible attitudes and are keen to help others, both in the school and in local and extended communities. They take the school's ethos, of respect for others regardless of any differences, very seriously.

Teaching and learning are good overall and continuing to improve. The previous more limited progress at Key Stage 1 has been addressed and is now satisfactory and improving, although still not as good as Key Stage 2. A similar picture emerges for the relatively small percentage of pupils across the school with learning difficulties. A significant percentage of pupils at the school are from minority ethnic backgrounds with a higher than national average percentage at an early stage of acquiring English. Both groups of these pupils make good progress. The overall picture that emerges is that achievement is good because pupils reach standards that are above average by the end of Year 6 and this represents good progress from pupils' starting points. This good achievement, combined with a willingness to work hard, independently and in groups, prepares pupils well for their future economic well-being. Pupils have learning targets and find marking positive and helpful. However, although teachers tell pupils the learning intentions in lessons, these are sometimes insufficiently matched to the learning needs of pupils with different abilities to ensure that they all know how to make maximum progress. Care, guidance and support are good with the pastoral care for all pupils being a notable strength. Pupils' and parents' views of the school are overwhelmingly positive. This parent's comment reflects the views of the vast majority of parents: 'We could not be more delighted with the school we have chosen'. Parents value the fact that the school seeks their opinions and is willing to listen to them and their children.

Leadership and management are good overall, with excellent leadership from the headteacher. It has resulted in a very strong sense of teamwork, with all staff striving to ensure the best for the pupils. This underpins the school's continuous development and its good capacity to improve further. The school is proud of its good and innovative curriculum which ensures high levels of enjoyment and contributes much to pupils' good progress. It is also particularly successful at developing the pupils' understanding of how to be healthy and safe.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start the Reception class a little below expected levels of attainment. Due to good provision, they achieve well and start Year 1 with broadly expected skills and knowledge and outstanding personal development. Early reading and writing skills develop well because of the methodical teaching of letter sounds. A very strong focus on personal development ensures children quickly gain confidence and show good levels of independence. They enjoy learning and are interested and motivated. Children are helpful, cooperative and happy to share and take turns. Behaviour is excellent and makes a strong contribution to their good progress. There is an appropriate balance of adult directed and child led activities. The bright, stimulating and

well-maintained indoor and outdoor learning environments add to the children's enjoyment across all areas of learning. Good quality resources are easily accessed by the children. Careful observation and assessment helps teachers match activities to individual needs and interests. Children with learning difficulties and disabilities are identified quickly and supported well. The unit places an extremely high priority on children's welfare and works very closely with parents, carers and outside agencies, such as the Children's Centre, to meet children's emotional or learning needs. Parents comment that induction is excellent. Good leadership and management mean standards and achievement have improved over the last three years and the priorities for the future development of the unit are appropriate and well planned.

What the school should do to improve further

- Ensure that the improving progress of pupils at Key Stage 1 and for pupils who have additional learning needs continues so that it matches the good progress of all other pupils.
- Ensure that learning intentions in lessons are more closely matched to the different abilities of pupils, so they know exactly what is expected of them and how to achieve it.

Achievement and standards

Grade: 2

For the last two years, the good progress children made in the Early Years Foundation Stage was not maintained through Key Stage 1 and so, by the end of Year 2, standards in reading, writing and mathematics remained average. Staffing changes resulted in consolidation rather than extension of learning. Consequently, too few pupils achieved at a higher than expected level. This issue was tackled rigorously and standards and progress have improved this year but there is still work to do. National test results by the end of Year 6 indicate a strong pattern of improvement in standards and progress during Key Stage 2 and by the time that pupils leave school they reach standards that are above average overall. This indicates good progress and achievement from attainment levels when they start school. An above average proportion of pupils attain above the level expected for 11-year-olds, particularly in mathematics. Pupils who have additional learning needs make satisfactory progress when compared with similar pupils nationally, despite the considerable support provided by the school. A significant percentage of pupils that attend the school are from minority ethnic backgrounds with a considerable number at an early stage of learning English. The needs of these pupils are met well, enabling them to make good progress from their differing starting points.

Personal development and well-being

Grade: 1

Pupils' outstanding spiritual, moral, social and cultural development is evident in their everyday attitudes and responses. These make a strong contribution to the excellent ethos and sense of community that pervades the school. The whole culture of the school centres on respect for others, regardless of any differences. Behaviour and relationships are excellent throughout the school. Pupils demonstrate outstanding enjoyment of all aspects of school life and this is reflected in their above average attendance. They demonstrate an excellent ability to work and play together in class and on the playground. Pupils are extremely confident that if they are experiencing any problems there is always someone to whom they can turn, their first resort often being the 'peer mediators'. They have an excellent understanding of what they need to do to stay safe, fit and healthy. Pupils' understanding of the healthy eating message is evident in their choices at lunchtime. Pupils make an excellent contribution to the school community

through, for example, the peer mediators and the school council. The school council not only enables them to have an active and influential voice in school, but also extends this beyond the school into the local schools 'cluster council'. This is just one of the ways in which the pupils make a very positive contribution to the wider community.

Quality of provision

Teaching and learning

Grade: 2

Past inconsistencies in teaching at Key Stage 1 have been overcome and teaching and learning is now good overall, although there is still some 'catch up' in progress at Key Stage 1. Teaching ensures pupils reach above average standards by the time they leave. Teachers' good subject knowledge enables them to plan interesting lessons. As a result, pupils enjoy their learning and are well motivated. Teaching assistants contribute positively to the learning of all pupils and those with additional learning needs are helped to make progress, although not yet as quickly as similar pupils nationally. This is improving. Very good relationships between pupils and teachers contribute to a positive working atmosphere. Teachers consciously plan opportunities for pupils to develop their basic skills across the curriculum, which makes learning more relevant. Regular access to information and communications technology (ICT) supports learning across a range of subjects and the competent use of interactive whiteboards adds to pupils' enjoyment. Teachers always tell the class what they are expected to learn by the end of the lesson and pupils find this helpful. In the best lessons, these expectations are carefully matched to the needs of pupils of different abilities and pupils are under no illusion as to what they need to do to achieve the outcomes. However, this good practice is not yet embedded in all classes and at times prevents progress from being stronger.

Curriculum and other activities

Grade: 2

Visits, visitors, and a good range of well-attended extra-curricular activities enhance the curriculum well. The development of a creative curriculum, taught through carefully planned themes, is linking many subjects in a very coherent way. This is effective in extending pupils' skills and knowledge and is something about which pupils are very positive. Displays in classrooms and around school demonstrate its broad and balanced nature. Much emphasis has been placed on developing the curriculum for personal, social and health education. In addition, the work in developing the social and emotional aspects of learning (SEAL) has given pupils very positive attitudes and has enhanced relationships. A close link with the local secondary school has provided specialist teaching for the more able mathematicians, contributing to a significant rise in the numbers attaining the higher Level 5. A recently modified curriculum and additional support is increasingly helping those pupils with learning difficulties.

Care, guidance and support

Grade: 2

Adults know the pupils very well and offer them, including those who are vulnerable, strong personal support and guidance. Consequently, pupils say they feel safe and that there is always someone to turn to for help. One parent told us 'pastoral support has been second to none'. Safeguarding and child protection procedures meet statutory requirements. Risk assessments are undertaken and staff have the necessary first aid qualifications. The school has strong links

with external support agencies and is quick to seek their advice if necessary. There are excellent links with the on-site Children's Centre. Parents greatly appreciate this and comment very positively about the sessions it provides to ensure they are better able to help their children at home. Support for pupils with learning difficulties and/or disabilities has improved and this is beginning to increase the rate of progress in their learning. Good levels of support are in place for pupils from different ethnic backgrounds, including those at an early stage of acquiring English. Transition into school and onto secondary education is managed very well. Academic guidance is good. Pupils know their individual targets and levels. Teachers provide opportunities for pupils to assess their own and other's learning and give good guidance in marking as to how work could be improved.

Leadership and management

Grade: 2

The excellent and motivational leadership of the headteacher has enabled the school to achieve its aim of creating 'a welcoming, respectful school where children achieve well and enjoy a magical learning experience'. The headteacher has created a cohesive team and staff support him well. They have a shared vision and strong commitment to the further development of the school. Changes to the leadership team structure have created new staff teams who are rigorously monitoring pupils' progress and improving provision. The school knows its strengths and weaknesses and this is the basis of a clear and helpful school development plan. This is improving standards and progress, particularly at Key Stage 1 and for pupils with learning difficulties. Keen and supportive governors are committed to helping the school improve. The chair's good leadership ensures governors are well informed and fully involved in monitoring the work of the school. There has been good improvement since the last inspection. The school has carefully analysed the issues in the local area and the range of challenges it offers. Its community cohesion policy sets out the action necessary to address them. Consequently, the number of racist incidents has fallen to almost zero, vandalism in and around the school has reduced and the number of hard-to-reach parents attending school functions has increased. The school knows it now needs to monitor the impact of its actions more systematically.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

22 June 2009

Dear Pupils

Inspection of Brookfield Primary School

Thank you for being so welcoming, friendly and helpful when we visited your school. We really enjoyed talking to you and finding out about all the interesting things that happen.

We think Brookfield is a good school where teachers plan interesting and enjoyable lessons and try hard to give you all the help and advice you need to do well.

We think your behaviour is excellent and that you work hard in lessons. We are very pleased that you get on so well together and are willing to help each other and share ideas. We are impressed with your understanding of how to stay safe and healthy and delighted that so many of you are keen to take regular exercise and take part in team sports.

The school gives you many opportunities to take responsibility and you are keen to take them. It is good to know from you, and your parents, that the school encourages you to express your views and is willing to listen to them and take them on board whenever possible.

So that your school can become even better, we have asked your teachers to:

- help you to learn better and make more progress in Key Stage 1 and to provide even more help to those pupils who find learning more difficult
- ensure the learning intentions in all lessons are closely matched to your individual abilities and what you need to do to achieve them is made clearer.

Best wishes

Lynn Lowery

Lead inspector