

Brooklands Primary School

Inspection report

Unique Reference Number	133982
Local Authority	Derbyshire
Inspection number	328791
Inspection date	29 April 2009
Reporting inspector	Glynn Storer

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)	431
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	Marie Crowley
Headteacher	Mr Shaun Thorpe
Date of previous school inspection	4 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Clumber Street Long Eaton Nottingham NG10 1BX
Telephone number	01159 973846
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Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- factors contributing to high standards of attainment and the extent to which these are set to continue;
- the features of teaching and the curriculum that have driven recent improvements in learning and achievement;
- whether current approaches to leadership, management and governance are sufficiently rigorous to sustain improvements in standards and quality.

Inspectors gathered evidence from lesson observations, the scrutiny of pupils' current work, the analysis of performance data, the scrutiny of school policies and planning and from discussions with the headteacher, staff, pupils and governors. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Brooklands is a large primary school serving the community of Long Eaton, south-west of Nottingham. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is well below average and, of those, only a very small number are at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is similar to that in schools nationally. The number of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is relatively low for a school of this size. In recent years, the school has managed a considerable turnover of staff.

The school holds the Activemark and a quality mark for its work in music. It is currently working towards a Health Promoting School award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brooklands Primary is a good school. Under the enthusiastic leadership of the headteacher and senior staff, the school is coming out of a difficult phase in its development, when staff turnover and absence have caused the progress of some pupils to falter. Despite these setbacks, the school is considerably better than it was at the time of its previous inspection and well placed to make further improvements. It has the support and confidence of most parents. One commented, 'My child loves school. She has formed a good bond with her teacher, who has been a great support to her learning'. However, a few parents are, understandably, concerned about recent disruptions to their children's education caused by staff turnover.

Since the last inspection, there has been a strong upward trend in standards and in pupils' achievements in both key stages. In the 2008 national assessments for seven-year-olds, pupils' attainment was broadly average. This represented good progress from their starting points. The 2008 results for pupils at the end of Year 6 were significantly above the national average. Here too, pupils had made good progress and almost all had achieved well. Current Year 6 pupils are firmly on course to meet the challenging targets that the school sets for them. Almost all are already working at the level expected for their age and an above average proportion is set to exceed national expectations. The school promotes equality of opportunity effectively. Consequently, virtually all pupils, including those who find learning difficult and those who speak English as an additional language, are achieving well in relation to starting points and capabilities. Current progress in Key Stage 1 is satisfactory overall. Year 1 pupils have made at least good progress. Assessment data show that, by the end of the school year, most pupils in the current Year 2 will have made the progress that they should during this key stage. Many of these pupils made rapid progress in Year 1 as a result of good and, at times, outstanding teaching. However, their progress has slowed in Year 2 because, despite the school's best efforts to secure continuity, achievement has been adversely affected by staff absence and turnover.

Pupils learn well because teaching and the curriculum are good. Careful planning of individual lessons and of the curriculum as a whole ensures that teaching responds effectively to pupils' needs, for example by making certain that those at risk of falling behind receive good support. The effective use of information and communication technology, by teachers and pupils alike, plays an increasingly prominent role in the curriculum. A strong focus on developing pupils' understanding of letters and sounds is also strengthening the teaching of reading and writing skills throughout school. Lively teaching, high expectations and effective pupil management draw an extremely positive response from pupils in most lessons. Pupils willingly rise to the challenge to do their best because learning is fun and enrichment activities, such as the recent educational visit to Attenborough Nature Reserve or the highly popular Science Day, promote high levels of enjoyment and effective learning. However, the use of temporary staff in Year 2 means that teaching, though generally satisfactory in this year group, is sometimes less tightly focussed on the needs of individuals and specific groups. When this causes the pace to slacken, the rate of progress and the quality of learning fall.

An effective programme of personal, social, health and citizenship education and a good overall quality of care, guidance and support result in good levels of personal development and well-being. Most pupils behave well because staff have high expectations and manage occasional behavioural issues well. By the time that pupils leave the school, many have developed extremely positive attitudes to learning and respond exceptionally well during lessons. They thoroughly enjoy all that the school has to offer, although this is not always reflected in the satisfactory

attendance rates. Pupils know the importance of safe and healthy lifestyles and their good standards of basic skills and positive attitudes to learning equip them well for their future economic well-being. Spiritual, moral, social and cultural development is good. Pupils are sensitive and act on an understanding of what is right. Pupils' contributions to the school community are good. They also contribute satisfactorily to the community beyond the school, for example with harvest gifts or by entertaining the elderly at Christmas time. They are developing some of the wider perspectives needed for life in a multi-ethnic society. However, the school's efforts to promote community cohesion, though satisfactory, lack a clear plan and procedures for reviewing the extent to which the curriculum and pupil activities contribute to this important area of the school's work.

A strong commitment from all staff and effective links with outside support agencies underpin effective pastoral care for all pupils. The school does much to promote good attendance and safeguarding procedures meet current government requirements. Arrangements for academic guidance to pupils are developing well. Older pupils have a clear understanding of how well they are doing and of how to achieve the levels that they are aiming for. However, inconsistencies in teachers' marking and in their use of targets for individuals mean that some younger pupils do not always understand how to improve their work.

Leadership and management function effectively at all levels and ensure that the school provides good value for money. Governance is satisfactory. Governors' oversight of the school's work is, in most respects, thorough. However, the governing body has yet to introduce procedures for reviewing its own performance or for bringing about improvements. Nevertheless, the impact of effective leadership and management and of sound governance is evident in enormously improved accommodation, resources and facilities, in improving levels of achievement over time and in rapidly rising standards by the time that pupils leave the school. The vision and determination of the headteacher, who is ably supported by the senior leadership team, is paving the way to a return to stability, consistency and sustained improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Early Years Foundation Stage provision is good. There is effective induction to support children as they start their schooling. Parents are happy with what the school provides. One parent wrote, 'My daughter has progressed fantastically well... I am pleased that they have recognised her strengths and are helping her to develop further.'

When they enter Nursery, most children's attainment is well below national expectations. They make good progress through both Nursery and Reception. Consequently, most children move into Key Stage 1 working at levels close to those normally expected five-year-olds. Those who find learning difficult also progress well because they receive good support from teaching assistants. Children's personal development is good. Children generally behave well, develop good relationships with each other and enjoy the wide range of activities available to them. This was particularly evident in the way that children used computers confidently and independently in their work and play. Children throughout the Early Years Foundation Stage benefit from a purposeful and stimulating learning environment and also work well in the outside area, which is an inviting space for play and independent learning.

Children flourish in the Early Years Foundation Stage because their welfare is given high priority. Staff are attentive to children's personal needs and, as another parent reported, are 'sensitive, patient and supportive' in dealing with occasional problems that arise. Effective leadership and

management result in thorough planning. It covers all areas of learning, with staff ensuring that there is a good balance of adult-led activities and opportunities for children to follow their own interests and to initiate their own learning.

What the school should do to improve further

- Improve the progress of pupils in Year 2 by securing greater consistency, continuity and quality in teaching and learning.
- Strengthen the school's drive to promote community cohesion by introducing clear procedures for planning and evaluating initiatives throughout the curriculum.

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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?	2
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
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	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	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?	3
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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 April 2009

Dear Pupils

Inspection of Brooklands Primary School, Long Eaton, NG10 1BX

You may remember that I visited your school a little while ago, along with my colleague Mrs Boyle. Thank you for making us so welcome and for taking time to talk to us and to answer our questions. I particularly enjoyed seeing how well you work and play together and talking to the Play Leaders. I know that Mrs Boyle had fun in Nursery and Reception too.

I thought that you would like to hear what we found out about your school.

There are many good things happening in your school:

- Children in Nursery and Reception get a good start to their education.
- Almost all of you make good progress in English, mathematics and science and overall standards are above average.
- You thoroughly enjoy school because teachers, educational visits, visitors and special events make learning interesting and exceptionally enjoyable.
- You get on wonderfully well with one another and your behaviour is good.
- All of the adults take good care of you and help you when you have problems.
- Mr Thorpe, the staff, governors and pupils work hard to make your school a better place.

I know that Year 2 have had a tricky time recently, because they have had to get used to working with new teachers. I have asked Mr Thorpe to make sure that the school does everything it possibly can to ensure that your learning does not suffer when this sort of thing has to happen. You can help by always doing your very best, whoever your teacher is, whether in Year 2 or in other classes.

I have also asked Mr Thorpe to draw up a clear plan that makes sure that you learn more about different members of the local and wider community and come to understand and respect their needs and interests. This will help you to grow up to become good citizens.

I hope that you will all continue to work hard and enjoy your time at Brooklands Primary School.

Yours sincerely

Glynn Storer

Lead inspector