

Brookfield Primary School

Inspection report

Unique Reference Number	102977
Local Authority	Sutton
Inspection number	335997
Inspection dates	19–20 November 2009
Reporting inspector	Andrew Saunders

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Mr David Christmas
Headteacher	Miss Joanne Morley
Date of previous school inspection	2 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, held meetings with governors, staff and groups of pupils, and had informal discussions with parents. They observed the school's work and looked at a range of policies, records of tracking pupils' progress, monitoring of teaching and learning, and the school development plans. They also considered the 87 responses to the surveys completed by parents, as well as those undertaken by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress as indicated by the most recent data in national tests at Key Stage 2, and teacher assessments at Key Stage 1
- the development of the curriculum, particularly at Key Stage 2
- the effectiveness with which leaders and managers evaluate the work of the school.

Information about the school

Brookfield Primary is an average-sized school in an urban area of Sutton. While the majority of pupils are White British, there are significant groups of pupils from minority ethnic groups, notably from Pakistani and other Asian backgrounds. The proportion of pupils who speak English as an additional language is above average and some of these arrive at the school at the earliest stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average, although the proportion of these pupils who have a statement of special educational need is low. The school includes a Nursery and two Reception classes, which comprise the Early Years Foundation Stage. A breakfast club is run by the school. Among others, the school has achieved the Sports Activemark, Healthy School Award and the Outstanding Travel Plan Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Brookfield Primary School provides a good standard of education, where pupils are particularly well cared for, so that they develop into confident, independent learners and thoroughly enjoy coming to school. By the end of their time at the school, they reach standards that are above average, having made good progress.

The school has continued to improve since its last inspection, through the well-focused leadership of the headteacher. Her gentle, caring approach to all the pupils and staff sets the tone for the rest of the school and results in a calm, purposeful atmosphere. As a result, pupils are confident that staff will help them if they need it, behave well and are kind to each other. They told the inspectors, 'It's really friendly; everyone's nice to you and you don't get bored. Everyone should come to this school.' The large majority of parents have a positive view about the school, noting particularly that the school keeps the pupils safe. The careful attention to ensuring pupils' safety means that this aspect is outstanding. For example, the suitability of all visitors is carefully checked and they are informed of their duties of care while in the school.

Pupils have good opportunities to take on responsibilities and make an excellent contribution to the school. For example, they developed the healthy eating policy from their exceptional understanding of what they need to do to stay healthy, and were instrumental in encouraging more pupils to walk or ride to school. This helped the school achieve the Healthy School Award, and win recognition for their presentation about their part in the school travel plan.

During lessons, pupils make good progress because teaching is good and staff provide work that is well suited to their needs and abilities. The use of continuous assessment to check how well pupils understand what they are doing is effective and is being developed further. Most teachers provide pupils with helpful feedback, both verbally and in their books, so that they know what they need to do next. This is monitored and is being developed to ensure greater consistency across the school. The use of targets is effective in English, where it helps pupils to understand their next steps in learning. However, it is not yet embedded in other areas.

The curriculum has evolved to provide a wide range of experiences. Good analysis of data in national tests and teacher assessments has led to the introduction of effective strategies to tackle key issues. For example, the development of reading in the Early Years Foundation Stage and Key Stage 1 has improved through the introduction of a new approach that links sounds and letters. While the curriculum has some opportunities to study wider communities, this is not sufficiently well developed to help pupils better understand how others may view the world.

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The leadership team is well established and they demonstrate that they know the school and the pupils well. They regularly monitor the teaching and learning and carefully reflect on the strategies being used, to bring about further improvements. This accurate self-evaluation means that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Extend the use of targets, particularly in mathematics, so that pupils know what their next steps in learning are, and what they can do to reach these.
- Improve pupils' understanding of how others view the world, by developing links with the wider, national and international communities.

Outcomes for individuals and groups of pupils**2**

Pupils are enthusiastic about learning and look forward to lessons, particularly those that involve practical activities such as music, art and physical education. Information and communication technology (ICT) is used widely and pupils confidently develop their work and practise important skills.

When they start at the school, pupils often have levels of skills and knowledge which are lower than might be expected for their age. As a result of the strong provision in the Nursery and Reception classes, they make up ground. Good progress continues during Years 1 and 2 and teacher assessments and the work seen in lessons show that they are broadly average by the end of Year 2. While the most recent cohort reached standards that were slightly lower than usual, this cohort included a larger than usual number of pupils who were at the early stages of learning English; the attainment of the rest of the cohort was in line with previous years. Those learning English also made good progress. Pupils from minority ethnic groups made at least good, and sometimes outstanding progress. Results at the end of Year 6 in English, mathematics and science have continued to improve and are above average. The work pupils are doing in lessons confirms the good progress they are making during Key Stage 2. Those with special educational needs and/or disabilities are well supported; they make similar progress to their peers because of the well-focused and informed assistance they receive and the work they are given to do.

Pupils make an outstanding contribution to the school and played a particularly helpful role in writing to parents to explain the importance of good attendance and punctuality. Other work by the pupils on the school travel plan was recognised as outstanding practice, and was presented to wider groups of schools. As well as being confident that the school keeps them safe, pupils and their parents are impressed with the way they are helped to lead healthy lifestyles. The well resourced breakfast club helps those who attend to make a good start to the day. The varied sports clubs are highly popular and successful in local competitions. Many pupils choose to take part in these clubs, along with the music activities and popular homework club.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well planned and the teachers' good subject knowledge and high expectations mean lessons move at a good pace. Work is effectively matched to pupils' ability, providing the challenge they need. Particularly compelling use of interactive whiteboards to demonstrate ideas, and the use of good questioning skills also contribute to the consistently good teaching. Teachers make effective use of paired and group discussions to help pupils consolidate their learning, and they frequently check how well pupils have understood what they are doing. While some marking is exemplary, with pupils' responses demonstrating that it is having an impact, this is not consistent across all lessons.

The curriculum is being adapted to provide more creative opportunities to learn skills, such as ICT, literacy and numeracy, across the curriculum. This is already well established in the earlier years, but is not as well developed for older pupils. A wide range of experiences, including visits, visitors and themed weeks, are provided so that pupils can put their learning into realistic contexts. For example, pupils speak enthusiastically of the links with the secondary school which enhance the drama, music and dance they experience. The opportunities to learn a musical instrument, and particularly effective teaching of French, contribute well to the pupils' enjoyment.

The sense of being nurtured as an individual, expressed by pupils and parents, is a result of the exceptional care, guidance and support demonstrated by all the staff. Staff

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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are readily available if pupils or parents have any concerns, and they deal with these sensitively and quickly. A few parents had concerns over the behaviour of a very few pupils, but inspectors found that any behavioural issues were particularly well managed, following agreed, effective strategies. The procedures and policies to ensure the pastoral care of the pupils are extremely thorough and reflect the caring and compassionate nature of the school. As a pupil said, 'Whenever I'm sad, the teachers help me to be happy.' Other pupils who are at the early stages of learning English are supported through friendship groups during breaks. The school provides good opportunities for parents to gain a better understanding of how they can support their children's learning, and parents who attend these find them helpful.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff are enthusiastic partners in bringing about further improvements in the school, and share the vision of senior leaders. As a result, there is a strong sense of teamwork and accountability, aimed at supporting and helping all the pupils. The governors regularly undergo training and have developed good skills. They know the school well and provide appropriate support and challenge.

The statutory requirements regarding safeguarding are fully met, and the school ensures that all adults who interact with the children are properly informed about the expectations of the school. Training is regular and checks on staff are rigorous. Other health and safety checks are comprehensive and informed by a range of appropriate partners, including the pupils themselves. The school makes good use of other partners as appropriate, such as the Sutton Schools Sports Partnership.

The school ensures there is good equality of opportunity and the harmonious and happy atmosphere demonstrates the impact on the pupils. An example of the school's efforts is the routine use of signing by staff and pupils, to help those with communication difficulties. The school keeps a close watch on how well individuals and groups are performing and implements suitable support when it is needed. While the school celebrates the different cultures represented in the school and local community, the pupils' knowledge of wider communities is less well developed and the school has not yet fully evaluated how effective its policies are in this regard.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle into the Nursery quickly because of the good strategies to support both parents and children in starting school. The environment is welcoming and stimulating, with lively opportunities for learning. The outdoor environment is particularly well resourced and provides good opportunities to promote children's learning and development. Children gain confidence and develop positive attitudes to learning because the staff are well informed about how children learn, and they provide challenge where it is needed.

Data show that children join the Nursery with skills and knowledge that are lower than are usually found in children of their age. By the time they join the Reception class, they have made up some ground. At the end of the Reception Year, they are broadly in line with expectations for children of their age. The school has addressed the particularly low attainment in reading through introducing a new programme which focuses on linking sounds and letters. This is beginning to have an impact. The improvements have come about because the Early Years Foundation Stage is led and managed well, with an emphasis on ensuring progress and safeguarding children. The strong teamwork includes good use of assessment, based on close observation. This informs the planning and promotes the children's next steps in learning. The good relationships between adults and children mean that children feel safe and they establish good social interactions.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents were positive about all aspects covered in the parents' questionnaires and the comments of many parents reinforced this view. A very small minority disagreed that their child makes enough progress at the school and questioned how effectively the school deals with unacceptable behaviour. The school is aware of these concerns. Some comments indicated that a very few parents did not feel confident in the leadership of the school. Other parents' comments expressed deep gratitude for the improvements in the school over the past few years, and especially for the wonderful care their children receive. Inspectors considered a wide range of evidence to arrive at the judgements in the report, which supports the views of the great majority of parents. While a very few parents raised concerns about safety issues, inspectors found that the school has reacted appropriately and rigorously to any incidents and dealt with them effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	72	23	26	1	1	0	0
The school keeps my child safe	53	61	31	36	2	2	0	0
The school informs me about my child's progress	41	47	40	46	4	5	0	0
My child is making enough progress at this school	39	45	36	41	10	11	0	0
The teaching is good at this school	39	45	42	48	2	2	1	1
The school helps me to support my child's learning	44	51	31	36	7	8	2	2
The school helps my child to have a healthy lifestyle	41	47	44	51	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	36	45	52	2	2	1	1
The school meets my child's particular needs	37	43	42	48	5	6	0	0
The school deals effectively with unacceptable behaviour	33	38	39	45	9	10	2	2
The school takes account of my suggestions and concerns	30	34	41	47	7	8	0	0
The school is led and managed effectively	43	49	30	34	7	8	1	1
Overall, I am happy with my child's experience at this school	48	55	34	39	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 November 2009

Dear Pupils

Inspection of Brookfield Primary School, Sutton, SM3 9LY

Thank you for your warm welcome when we visited your school. We enjoyed chatting to so many of you and seeing the work you are doing in lessons. You are very proud of the things you are learning, and you told us you thought it was a good school. We agree with you.

We think you are cared for and supported extremely well and, as a result, you get along with each other very well and your behaviour is good. You often take opportunities to help each other and show great care for those who need it. Many of you said that you feel very safe at school and this is because the school does everything it can to help you stay safe. You are also particularly good at knowing what you can do to keep healthy and you have helped the school to achieve recognition for this.

Your teachers are good at checking that you understand the work you have been given, and they make sure the work is hard enough for you. As a result, many of you told us that lessons are fun, particularly art, music and physical education. You make good progress across the school and achieve well. By the end of Year 6, you reach standards that are above average. Those of you who find learning more difficult get good support so that you make good progress as well.

We have asked your school to improve two things.

- While you get helpful targets in English, these would also help you in other subjects, particularly mathematics, to know how well you are doing and what you need to do next.
- Help you find out more about other people across Britain and the world, how they live and what they believe.

Most of all you should continue to enjoy your learning and do the best work you can.

Yours sincerely

Andrew Saunders

Lead inspector

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