

# Brockley Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112510
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337952
<b>Inspection dates</b>	1–2 October 2009
<b>Reporting inspector</b>	Lynne Blakelock

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Barrett
<b>Headteacher</b>	Mrs E Thornhill
<b>Date of previous school inspection</b>	4 April 2007
<b>School address</b>	Clowne Road Shuttlewood Chesterfield
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<b>Email address</b>	Info@brockley.derbyshire.sch.uk

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## Introduction

This inspection was carried out by an additional inspector who visited nine lessons, and held meetings with governors, staff and groups of pupils. The inspector observed the school's work, and scrutinised documents including data about pupils' progress, school planning and policies, governing body minutes and 47 parental questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- The extent to which the quality of teaching and learning is enabling pupils, particularly the more able, to move forward in their learning.
- How effectively the school is addressing standards, especially in writing, including through the curriculum and assessment practices.
- The impact of the school's community cohesion policy and curriculum planning on pupils' exposure to, and understanding of, the cultural diversity of the world in which we live.
- Evidence that the work of management at all levels is having a positive and quick enough impact on the quality of education through the school.

## Information about the school

Brockley Primary and Nursery School is small. It is situated to the east of the town and serves pupils from a former mining area. The number of pupils on roll is falling steadily due to the demographic trend and above average mobility of pupils. The percentage of pupils eligible for free school meals is above average. Almost all pupils are White British and all speak English as their first language. An above average percentage has special educational needs and/or disabilities or a statement of special educational needs. Nineteen children attend the Early Years Foundation Stage, joining the Nursery from the term following their third birthday. The unit has been newly refurbished and the rest of the school is to be renovated this academic year.

The school has recently achieved Extended Schools status. It is part of an Excellence cluster with nine other primary schools and three secondary schools. It belongs to the Bolsover Cluster and the Bolsover Sports Cluster, and has been named as the Best Small School in the Bolsover District and Partnership for 2009. It was awarded Healthy Schools status in 2008 and has an Eco Bronze Award. It has achieved the Sports Kite Mark for the second time and has recently attained the Financial Management in Schools 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Brockley Primary and Nursery School provides a satisfactory education for its pupils who are happy and secure here. Good care, guidance and support underpin the very supportive ethos of the school. The curriculum which is good, engages pupils well through the breadth of learning opportunities that it provides indoors and outdoors. It promotes a broad range of personal and inter-personal skills, some of which are provided through effective partnership work with other schools, such as regular inter-school sports activities. Although links with the local community are securely in place, national and international links, and particularly those with other cultures, are only now being built into the curriculum.

Children make a good start to their education in the Early Years Foundation Stage where focused leadership is fundamental to their good progress. Similarly, the headteacher's focused and caring leadership of the school has won the hearts and minds of staff and parents. Stable staffing and accurate data about pupils' performance are laying more secure foundations for the more rapid academic progress of pupils. All pupils make satisfactory progress from their below average starting points. Standards are below average overall. They are not higher because good teaching and learning are not consistent through the school. Teaching practices are more consistent in lessons, but the quality of learning is satisfactory. Planning is not specific or detailed enough in the mixed age classes so that tasks do not always closely match pupils' levels. Thus they do not offer consistently good challenge or the opportunity for pupils to extend their skills, particularly those with the potential to reach higher levels. However, the major focus to improve pupils' achievement in writing is beginning to have a positive impact on standards. This said, practices are not fully embedded and there are gaps in pupils' writing skills which have to be addressed before standards rise. The curriculum is being adapted to broaden the opportunities for pupils to practise specific skills in writing.

Pupils' good behaviour and positive relationships with their peers create a good environment for learning and playing. They have many chances to keep fit, extended through sports coaching and tournaments; eat healthily and understand how to keep safe. The vast majority of pupils have very positive attitudes to school and attend regularly and punctually but the attendance and punctuality of a small number is well below that which it should be.

The headteacher's drive, direction, and challenge together with the senior team's accurate understanding of the school's strengths and needs, and governors who are building up their leadership role, have created a sound capacity on which to build for the future. The school's more regular evaluation of its effectiveness contributes to this. Monitoring and evaluation of its practices are developing, particularly in writing, but is

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not yet integral to its work.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Improve the quality of teaching and learning in order to raise standards by
  - ensuring that planning of all pupils' learning is detailed and is based on the school's data about the levels at which pupils are working
  - making sure that pupils of all abilities, and especially those capable of reaching higher levels, are provided with tasks that are planned carefully to offer them a good level of challenge, encourage greater independence and which broaden and extend their learning
  - ensuring that marking drives improvement by improving the quality of information that it gives to pupils about their achievement and how to make further progress.
- Monitor and evaluate regularly and thoroughly the school's progress towards the goals set out in the improvement plan, including assessing pupils' progress regularly, particularly in writing, in order to address any gaps in learning.
- Improve the attendance and punctuality of pupils by April 2010 so that attendance is at least in line with the national average and that of the vast majority of pupils is above the national average, through:
  - developing a culture in which pupils and parents understand, value and respond to the expectations of the school
  - implementing and sustaining systems to improve the attendance and punctuality of pupils
  - rewarding formally and regularly good attendance and punctuality so that pupils and parents understand its importance to pupils' learning and progress.
- Extend the opportunities in the curriculum for pupils to develop greater knowledge and understanding of the cultural diversity of our world.

**Outcomes for individuals and groups of pupils****3**

The standards that pupils reach by the end of Year 6 vary from year to year in the small cohorts. They are currently below average overall although standards in mathematics and science are broadly average. This represents satisfactory progress from pupils' below average starting points. The needs of those who find learning difficult are identified and addressed promptly and soundly through the school. More able pupils do not consistently make the progress that they could because tasks do not regularly offer them an accurate degree of challenge, or broaden and deepen their skills. Whilst writing standards in Key Stage 2 lag behind those in other subjects, particularly at higher levels, the school has developed a good understanding of the issues slowing progress.

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Teaching is concentrating on activities that enable pupils to develop better skills in grammar and language. As a result, solid foundations to improve writing are being laid across the school. This was evident in an extended writing task about the feelings of a chimney sweep in Victorian Britain. Through a very clear focus on the learning outcomes, pupils of all abilities were able to make good progress in their descriptive writing skills and sentence construction. In another lesson, role play was used very effectively to stimulate pupils' empathy for the character. They couldn't wait to bring it to life in their writing. Pupils enjoy learning. This is enhanced by an increasingly creative curriculum that involves pupils and which frequently relates to their own experiences. Pupils are happy, as demonstrated in their positive attitudes to learning and school. This is strengthened by the wide range of activities which promote healthy lifestyles well. Provision also gives pupils opportunities to develop good inter-personal skills by working in teams, being leaders and taking responsibility for themselves and others. The curriculum supports pupils' good understanding of being safe so that they can speak confidently about safety issues and how to avoid dangers. Pupils' behaviour is good. Pupils understand the need for a code of conduct and show respect and support others. Their sound basic skills help to ensure a satisfactory foundation for the next stage of their education. However, attendance is below average. Although pupils have some knowledge and understanding of the wide range of beliefs and cultures in the world, the school knows that this is an area for further development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<p><b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b></p> <p>Taking into account: Pupils' attendance<sup>1</sup></p>	<p><b>3</b></p> <hr/> <p>3</p>
<p><b>The extent of pupils' spiritual, moral, social and cultural development</b></p>	<p><b>3</b></p>

### How effective is the provision?

Teaching takes place in a happy and supportive environment so that pupils develop confidence in asking questions and developing new skills. Teachers know their subjects well and use a variety of methods, including inter-active whiteboards, to make learning interesting. In good lessons the purpose of learning is made clear and is revisited to ensure pupils focus on the aims of learning. Planning for learning is not as carefully thought out as that for teaching. Lesson plans are brief and do not show how the needs of pupils in the mixed age classes will be fully met. The development of assessment procedures and practices, which was identified as an area for improvement at the last inspection, has enabled staff to have a more accurate knowledge of pupils' levels of work. Such information is collated regularly and is being used more. However, teachers are not always consistent in planning tasks which stimulate and challenge pupils. Targets for pupils to work towards are becoming more of a focal point in lessons. Pupils in Year 1 and Year 2, for example, were proud to explain the targets they were aiming for and why. An older pupil proudly and accurately told her teacher, 'My work today is Level 4.' Similarly, marking during the inspection supports learning by giving specific advice about how to make further progress but quite recent marking shows that this is not a consistent practice.

The much improved curriculum is promoting learning well because it is engaging pupils' more. In particular, the outdoor classrooms and gardens for each year group enable regular outdoor learning and good links across subjects. Both of these are enabling the school to raise writing standards within a creative environment. Although literacy and numeracy are taught discretely, pupils take pleasure in transferring their skills during themed weeks. Simultaneously, pupils' personal development is encouraged as they share, cooperate and question the learning and opinions of their peers. French is taught weekly and is built into other activities, much to pupils' delight. Extra-curricular activities are popular and quite diverse. Using the school's partnerships, pupils are able to discover new interests and talents and extend classroom learning.

From their entry into the school, all pupils are cared for and supported effectively within a family environment that values, praises and empowers all pupils. It is significant in promoting their good behaviour and positive attitudes towards school and learning. Those pupils with specific worries or issues are nurtured, guided and provided for well. Carefully thought out arrangements for those pupils moving to secondary school give them confidence to start the next stage of their education.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Since the last inspection, the headteacher has strengthened her hold on the school and its direction. Her dedication and determination to move the school forward has been embraced by parents, and particularly by the hardworking staff who work well as a team towards their goals. Instability of staffing, a barrier to achievement, has been resolved. A more solid foundation for sustained improvement is in place, driven by efficient senior leaders who are monitoring provision in all subjects. Nowhere is this more evident than in writing. However, although daily progress is monitored there is not a great enough emphasis on monitoring pupils' progress and skills towards the school's writing targets. The school's work with outside agencies, the local authority and its partnerships have enabled it to offer all-round opportunities for pupils more often seen in a larger school. They contribute to the school's satisfactory and developing provision for community cohesion. Pupils are valued for who they are and the school promotes inclusion through daily school practices. However, arrangements for more able pupils are presently less well structured than that for pupils who find aspects of learning difficult.

The supportive governing body has ensured that all safeguarding procedures are in place and oversees good standards of care. It has a satisfactory and growing understanding of the school's performance although it is not yet able to hold the school fully to account.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The bright and stimulating environment delights the children, who are eager to start their learning each day. The new children are settling into the Early Years Foundation Stage well, feeling secure in the daily routines and good levels of care.

Children are making good progress in sharing, and in cooperating in work and play. They are encouraged to be independent in their learning, within secure boundaries. A wide range of activities is available, with the impressive outdoor area strengthening the variety of provision. No opportunities for learning are wasted in developing, for example, children's literacy skills. They are always given their name card, for example, as their name is called out. Assessment procedures are much improved and as a result of this children make good progress from their below average starting points. Many achieve and some exceed the early learning goals. Arrangements and methods for teaching phonics have been adapted to reflect the school's commitment to raising writing standards. They demonstrate the good leadership and management of the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents are very supportive of the school, particularly the leadership and management of the headteacher. They believe that the school offers happy and varied experiences within an extremely caring environment. One parent wrote, 'My daughter has grown into a strong sociable child who loves school and has been given the confidence and ability by staff to achieve her goals.' Two parents felt that they could be given more feedback outside of parents' evenings although inspection evidence shows that they are informed of their child's termly targets and can request further information.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brockley Primary and Nursery 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	52	11	48	0	0	0	0
The school keeps my child safe	15	65	8	35	0	0	0	0
The school informs me about my child's progress	14	61	7	30	2	9	0	0
My child is making enough progress at this school	11	48	10	43	0	0	0	0
The teaching is good at this school	14	61	9	39	0	0	0	0
The school helps me to support my child's learning	11	48	12	52	0	0	0	0
The school helps my child to have a healthy lifestyle	10	43	13	57	0	0	0	0
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)	9	39	11	48	0	0	0	0
The school meets my child's particular needs	13	57	10	43	0	0	0	0
The school deals effectively with unacceptable behaviour	12	52	11	48	0	0	0	0
The school takes account of my suggestions and concerns	12	52	11	48	0	0	0	0
The school is led and managed effectively	16	70	7	30	0	0	0	0
Overall, I am happy with my child's experience at this school	15	65	8	35	0	0	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



5 October 2009

Dear Pupils

Inspection of Brockley Primary and Nursery School, Clowne, S44 6AF

I enjoyed spending two days with you recently. I visited you to find out how you are getting on and this letter will tell you what I found out. First, though, I write to thank you for your politeness and friendliness towards me and for telling me about your school.

Your school is a satisfactory school that helps you make sound progress. You are happy in school and appreciate how well members of staff care for you. Your behaviour is good and you treat each other well. You like being in a small school where all the staff know you. They provide you with lots of interesting things to learn. This includes even the youngest children learning French. You learn important skills in subjects as well as those for work, and keeping safe and healthy. The headteacher leads the school well and she and her staff, want the school to be even better. There are some important ways in which it can improve.

Standards need to rise, especially for those of you who are capable of reaching higher levels. I want your work to be challenging in order to quicken your progress.

Staff need to check regularly that the new plans to improve your writing skills are in place. They also need to ensure you are making the best progress that you can.

A lot of you come to school every day that you should. Some of you, though, are absent or late for no good reason. Your headteacher is going to help you realise how important school is to gaining a good future.

Lastly, I want you to know more about the beliefs and ways of life of other people in the world to extend your knowledge, understanding and experiences.

I do hope that you will help your headteacher and the staff to make these improvements.

Yours faithfully

Lynne Blakelock

Lead Inspector

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