

Brookfield Community Primary School

Inspection report

Unique Reference Number	119226
Local Authority	Lancashire
Inspection number	339382
Inspection dates	16–17 June 2010
Reporting inspector	Sarah Drake

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Mr Chris Davies
Headteacher	Mrs Jane Verity
Date of previous school inspection	17 October 2006
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by six teachers. The inspectors also held meetings with the school's staff, three governors, a group of pupils and a number of parents and carers; and they spoke informally with many pupils. The inspectors observed the school's work, and looked at documentation relating to pupils' attainment and progress, and the school's management. They also took into account the views expressed in questionnaires returned by 65 pupils, 14 staff and 21 parents and carers.

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

- the achievement of higher-ability pupils at both key stages to determine whether teaching is sufficiently challenging
- the effectiveness with which the leadership team and class teachers use assessment information to guide planning
- the contribution made by the school's many partnerships to enhancing the quality of provision
- the impact of the new leadership team and subject leaders on driving forward improvement.

Information about the school

This school is smaller than average and serves an area on the eastern outskirts of Preston. The great majority of pupils are of White British heritage but the proportion that belongs to a range of minority ethnic groups is rising. No pupils speak English as an additional language. A broadly average proportion has special educational needs and/or disabilities but few have a statement of special educational needs. The proportion that is known to be eligible to receive a free school meal is double the national average. Many more pupils than is usual join or leave the school part-way through their primary education.

Four new class teachers have joined the school in the past two years. The headteacher took up her post in April 2009 and a new deputy headteacher joined the school in September 2009. Since the previous inspection the school has gained the Artsmark, Activemark and Healthy Schools status, the Race Equality Charter Mark and the Financial Management Standard in Schools.

The school shares its site with East Preston Children's Centre and a privately run nursery. Neither of these settings formed part of this inspection.

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

This satisfactory school is held in very high regard by parents, carers and others in the community who praise its 'real family feel' and all the staff's care and concern for pupils. 'For me, they have done everything I could have wanted for my children,' is typical of parents' and carers' comments. Pupils much enjoy their time at the school and, in particular, express great appreciation for the wide range of extra-curricular activities and the good levels of care, guidance and support offered by staff. They have a good understanding of how to adopt safe and healthy lifestyles, are keen to add their contribution to the community and they generally behave well.

Children have a good start and make good progress in the Reception class which the majority join with skills that vary between below or well below those expected for their age. Higher up the school, especially in Key Stage 2, the majority of pupils make satisfactory progress to reach broadly average attainment levels in English and mathematics by the end of Year 6. Most of the pupils who have special educational needs and/or disabilities make good progress due to extensive, well-targeted support. However, other pupils, particularly those of higher ability, make only satisfactory steps forward in their learning since the teaching does not always provide them with sufficient challenge, particularly in English and mathematics. In some lessons opportunities are missed to develop pupils' independent thinking skills and their ability to transfer the skills, such as writing, learnt in earlier lessons to a different context.

The school's self-evaluation is broadly accurate and there are clear signs of improvement since the previous inspection. For example, there is a trend of rising attainment and the curriculum excites pupils' interest. Everyone connected with the school praises the headteacher's openness, knowledge of families' individual circumstances and determination to improve pupils' life chances. The staff's morale is high and they all work well as a team. However, with many leaders new to their role, as yet the school's development planning is not sufficiently strategic. Very regular monitoring of pupils' progress leads to a wide range of different additional support programmes but there is not sufficiently frequent, rigorous analysis of specific areas for development. The school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise attainment levels in English and mathematics, especially for higher-ability pupils in Key Stage 2, by:
 - providing greater challenge in lessons and increasing opportunities for pupils to develop their skills of recall and independence

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- ensuring that enough opportunities and time are provided for pupils to practise their writing skills.
- Improve the quality of leadership and management by:
 - developing the role of middle leaders to take responsibility for progress and improvement across the school
 - analysing in more detail the precise weaknesses that are hindering pupils from making good progress
 - ensuring that whole-school development planning provides strategic direction and clear criteria to measure the success of actions taken.
- 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.

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

Pupils have positive attitudes towards school and the great majority are willing learners. They say that they enjoy lessons, especially mathematics and information and communication technology (ICT), but they are less positive about literacy 'because you have to write'. Pupils listen well, follow instructions and try hard. They show respect for adults and fellow pupils, and work amicably in pairs or small groups. Many are keen to volunteer their ideas but the great majority find it difficult to express their thoughts clearly or to adapt the skills used in earlier lessons, such as correct grammar, spelling or neat handwriting, to their other work. Over the past three years attainment has risen in English and mathematics at both key stages as has the rate of progress that pupils make between Year 2 and Year 6. Pupils with special educational needs and/or disabilities consistently achieve well and attain more highly than similar pupils nationally. In 2009 all such pupils reached at least the nationally expected level for pupils of their age. The achievement of the majority of pupils, both those who have attended the school since Reception and those who have arrived more recently, particularly those who are more able, is satisfactory. Throughout Key Stage 2 pupils' work shows little evidence of their using higher-level skills.

The school operates as a happy, harmonious community. Pupils take pride in carrying out responsibilities such as acting as school councillors or helping younger children to behave well. Their support for a volunteer who is working in a Ghanaian school is opening their eyes to others' cultures and needs as well as to the possibilities for all people, whatever their circumstances, to succeed if they work hard. Pupils behave sensibly and safely, and understand, for example, why they should not use the climbing wall when it is wet. They are happy to approach staff with any concerns, confident they will receive a helpful response. Extra-curricular sports and dance activities are very popular and most pupils engage in energetic play at break times. Attendance levels have risen consistently for four years and are now broadly average. Pupils describe the school as 'fair and 'good fun'. They understand that events such as the World Cup 'represent friendship not fighting' and, in assemblies in particular, they reflect thoughtfully. Their

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clear, tuneful singing is uplifting.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships combined with effective, consistent behaviour management ensure a good working atmosphere in classrooms. Lesson planning usually identifies the expectations for different groups of pupils and, in the better lessons, is clearly based on the teacher's careful evaluation of pupils' previous work. Activities such as times table bingo or hunting in the grounds for items beginning with specific sounds fire pupils' enthusiasm and help them sustain their concentration. Support assistants, volunteer parents and carers and ICT all make a positive contribution to learning. Teaching is particularly strong where adult questioning supports pupils in their efforts to explain their reasoning. Occasionally the time allowed for pupils to engage in independent work is not judged well enough. This means that they either undertake unnecessary repetition without suitable adult input to help rectify misconceptions or provide extra challenge, or they skimp on extended practice of their developing skills such as in their writing. Sometimes, although pupils may be enjoying the activity, the teaching fails to provide

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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them, particularly the more able, with sufficient challenge. Pupils' targets in English and mathematics are regularly updated, and they sometimes carry out self-assessment or peer assessment to help them identify for themselves how they could improve. Teachers' marking provides some useful pointers for improvement but the quality is not consistent across the school.

The curriculum engages pupils' interest effectively and makes some good links between subjects. A large range of additional support for small groups and individuals effectively helps those who have special educational needs and/or disabilities to make good progress from their starting points. Recent steps to extend the challenge for higher ability pupils are beginning to have a good impact in the Early Years Foundation Stage and Year 1. Strong partnerships with a range of external agencies provide plenty of enrichment and a wide range of different learning experiences ranging from instrumental tuition and creation of animations using ICT to after-school clubs for pupils of all ages. Fundraising by parents and carers, and skilful financial management ensure that all pupils can benefit from enjoyable educational visits that stimulate their enthusiasm for learning at the start of a new topic.

The provision to support pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities is particularly strong. Close working with families and a wide range of outside agencies enables those in crisis to cope with anger or confusion and, therefore, to concentrate in lessons. The school's actions to raise attendance levels are proving effective. Staff's consistent expectations of behaviour and willingness to listen to individuals' concerns lead pupils to describe them as 'kind'.

These are the grades for the quality of provision

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

How effective are leadership and management?

'No problem is too big or small. Every effort is made by the head to face problems head on.' This comment from a staff member encapsulates the headteacher's strong presence throughout the school. Half-termly monitoring of pupils' progress holds class teachers to account and leads to additional support for those falling behind. However, it is only towards the end of each year that leaders conduct rigorous analysis of the precise areas needed for improvement. Staff are supportive of each other and there is a palpable determination to improve. The aims of the school development plan are clear and the chosen areas for focus are appropriate. However, it covers only one year, does not allocate responsibilities to different staff and has no measurable success criteria. The

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governing body is committed and plays a strong role in financial management and ensuring pupils' welfare. Some members also provide good enhancement to the curriculum. Their role is less strong in holding the school to account for pupils' progress. Good systems and training, for staff and volunteers, ensure that pupils are safeguarded well. The school ensures that all pupils have equal, free access to a wealth of activities in addition to the basic curriculum and that all are treated with equal respect. It is closing the attainment gap for some groups of pupils and the improvements to the curriculum which are underpinning pupils' increased interest in their learning and the overall rising attainment. The school promotes community cohesion well: locally, through its strong partnerships with parents, carers and others; nationally, through links with another school and pupils' participation in events such as Sing Up; and globally, through links with Ghana and the annual Creative Week when pupils develop their understanding of other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children's skills on entry to Reception are below the levels expected for their age, with the majority having particular weaknesses in their early communication and numeracy skills. The good-quality, supportive and imaginatively organised care and provision are very well adjusted to individuals' abilities and needs so that all children make good progress. The majority join Year 1 with the skills expected for their age and some achieve beyond this. Children's dispositions and attitudes, counting, linking of letters to sounds and physical development are particularly strong but a relative

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weakness is their knowledge and understanding of the world. A good range of visits plus frequently changing topics that are often based on or enhanced by children's own interests capture children's attention and mean that they become absorbed in their learning. The classroom is a hive of busy, purposeful and happy activity with, for example, one child with an adult programming a small robot to move round a 'desert island' while others independently concentrated on making boats from junk materials that would float in the water tray. Staff, and a good number of well-trained helpers who are parents and carers, are skilful at engaging children in conversation that requires them to extend their thinking and to develop their speaking skills. They use their frequent observational notes to ensure that individuals' next steps in learning are clarified and well catered for. The outdoors is used effectively for children to experiment and play independently or for small-group work, such as developing early reading skills or counting 'jungle animals', sitting on animal print sheets. Good-quality leadership and management have created an effective team, with close partnership with parents and carers that starts before children join the class.

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 relatively few parents and carers who returned the questionnaire, and those spoken with, hold overwhelmingly positive views of the school and particularly appreciate the approachability of staff. They are confident that their children are kept safe and that any concerns will be dealt with effectively. Many mention that their children have grown in self-esteem and confidence since starting at the school and that their progress has increased. Inspectors uphold these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookfield Community 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	62	8	38	0	0	0	0
The school keeps my child safe	17	81	4	19	0	0	0	0
The school informs me about my child's progress	12	57	8	38	1	5	0	0
My child is making enough progress at this school	13	62	8	38	0	0	0	0
The teaching is good at this school	14	67	7	33	0	0	0	0
The school helps me to support my child's learning	11	52	10	48	0	0	0	0
The school helps my child to have a healthy lifestyle	15	71	6	29	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)	10	48	11	52	0	0	0	0
The school meets my child's particular needs	12	57	9	43	0	0	0	0
The school deals effectively with unacceptable behaviour	12	57	8	38	1	5	0	0
The school takes account of my suggestions and concerns	10	48	11	52	0	0	0	0
The school is led and managed effectively	13	62	8	38	0	0	0	0
Overall, I am happy with my child's experience at this school	14	67	7	33	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



18 June 2010

Dear Pupils

Inspection of Brookfield Community Primary School, Preston, PR2 6TU

Thank you for your friendliness towards the inspectors when we visited your school recently; you made us very welcome. Particular thanks should go to those of you who gave up some of your lunchtime to speak with me.

Yours is a satisfactory school and one that is definitely 'on the up'. Importantly, you enjoy being at school because, as you say, all the staff are kind and you often have fun in lessons. You behave safely and sensibly, know how to keep healthy and are helpful about tidying up and taking on jobs around school. Your attendance is improving – well done. The standards you reach in your work are also improving and are broadly average but, at the moment, pupils who need extra help with their learning make quicker progress than the rest of you. I have asked the school to try to help you all, especially those of you who find learning easy, to make really good progress.

You are lucky to have so many after-school clubs and visits to interesting places. The school works very well to help those of you who are sometimes upset when you arrive at school or during the day to sort out your difficulties. It is great that the staff always make time to listen to you and that they work so closely with your parents and carers to help you succeed. I have asked the leaders to ensure that they also make time to plan more clearly for future improvements in the school.

You can help with the improvements, and also help to shape bright futures for yourselves, by attending school as often as possible and trying hard to remember the skills that you have learnt in one lesson that can be useful in your next piece of work. This letter comes with my best wishes for the future.

Yours sincerely

Mrs Sarah Drake

Lead Inspector

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