

# Brookfield School

## Inspection report

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<b>Unique Reference Number</b>	131817
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	341226
<b>Inspection dates</b>	21–22 June 2010
<b>Reporting inspector</b>	Melvyn James Blackband

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>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Bridget Jones
<b>Headteacher</b>	Mrs Oremi Evans
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Grandstand Road Hereford Herefordshire
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## Introduction

This inspection was carried out by two additional inspectors. Thirteen lessons were observed involving eight teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at a range of the school's documentation and planning. The inspectors also looked at 17 parents' questionnaires, 44 pupil questionnaires and 29 staff questionnaires.

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

- whether rates of achievement vary through the school and if this reflected in teaching standards
- the evidence by which the school evaluates the pupils' personal development as outstanding
- the effectiveness of target setting and how this impacts on the pupils' achievements.
- the structures by which the school evaluates its strengths and areas for development and whether these are well founded and secure judgements.

## Information about the school

The school provides for pupils with behavioural, emotional and social difficulties (BESD). A minority of pupils have additional moderate learning difficulties. Almost all the pupils are White British. There are very few girls. The school operates an intervention class for mainstream pupils who are at risk of exclusion and there is an off-site provision, the Arrow group, for older pupils with very challenging behaviour and a history of poor school attendance. The school achieved specialist status for its work in 2008 and has a number of national awards such as the Every Child Matters (ECM) Quality Mark and the special educational needs (SEN) Quality Mark.

**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?**

**1**

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

**1**

## Main findings

Brookfield is an outstanding school which has further improved its provision and the pupils' achievements since the previous inspection when it was judged outstanding in almost every category. Pupils love being at school and this is reflected in their generally low absence rates and by their exemplary conduct. This represents a significant achievement, because most pupils arrive at the school with a history of poor attendance and very challenging behaviour. Pupils report that they feel very safe, relaxed and well supported within the welcoming environment. The attendance of a very small minority remains low despite the most strenuous efforts of the school to work with pupils and their families.

Many pupils join the school with knowledge, understanding and skills which are below those expected for their age. As a result of the high teaching standards and the outstanding care and support, their attitudes to education quickly and significantly improve. They make excellent progress in their personal development, particularly in gaining self-confidence in tackling new learning and in their ability to work in collaboration and to socialise happily with other pupils. All the pupils make at least good progress and many do outstandingly well. As a result, by the time they leave the majority of pupils have almost caught up with pupils in mainstream schools. The school is a vibrant cohesive community. The pupils gain a good understanding of their own community and that of other nations, but they do not have as clear an understanding of the different ethnic and social groups within modern British society.

Each pupil receives a high degree of personal tuition and support and this gives them the confidence to tackle challenging work. Those with additional moderate learning difficulties receive intensive teaching in basic skills and they make equally good progress. The pupils who join the Arrow group often come from very troubled backgrounds. Through intensive individual support, the large majority start to take responsibility for their actions and their futures, and most gain vocational qualifications and go on to college courses. There are very few pupils who do not undertake further education or training.

Teaching is outstanding because the teachers ensure that all the pupils get the support and encouragement to do as well as they can. Teachers know their pupils very well. They observe and assess their progress in great detail and they provide activities which challenge each of them to learn as fast as possible. Teachers have extremely high expectations of their pupils' achievement and behaviour. The curriculum is outstanding because it is so well adapted to the learning needs and abilities of each learner. Teachers plan consistently interesting lessons to which the pupils respond very well. Learning is enhanced by the wide range of further activities, such as in the gardens

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created by younger pupils and which they displayed with great pride to inspectors. The school's work is driven by the inspiring leadership of the headteacher. She has established a leadership team which share her determination to continually raise standards to ensure every pupil gets the best deal they can. The headteacher and her team support, coach and monitor staff rigorously to maintain and build on the very high quality of provision in every part of the school's work. The school is supported and held to account by an active and increasingly well-informed governing body. The school evaluates its own work very critically: it is never satisfied with provision but is always seeking to improve further. There is an excellent track record of success over recent years and the school has an outstanding capacity to sustain this record of improvement.

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

- Increase the percentage of attendance to above the national average by providing specific support for those few pupils with persistent absence.
- Improve the school's promotion of community cohesion by providing more opportunities for pupils to gain an understanding of cultural diversity within the context of United Kingdom society today.

**Outcomes for individuals and groups of pupils****1**

Pupils often arrive at the school with negative attitudes to learning and gaps in their knowledge caused by their history of poor attendance at mainstream school. They quickly appreciate the safe and caring atmosphere of the school and their attendance and interest in learning improve significantly. As a result, they make outstanding progress throughout the school and leave with levels of attainment which are close to nationally expected levels. Pupils make excellent progress in literacy and numeracy throughout the school because of skilled teaching. By the time they leave the school, many pupils have gained a range of GCSE, Entry Level and other vocational qualifications which enable them to go on confidently to further education courses. Those pupils with additional learning difficulties are very well supported and also make outstanding progress.

While the pupils make very good academic progress, their real achievement is in taking control of their behaviour, in gaining self-respect and the ambition to do well in their studies. As a result, they work hard and want to succeed. There is an ethos of hard work and mature behaviour throughout the school which has a hugely positive impact on the pupils' progress. This was particularly evident in two lessons, one in the primary department and the other in Year 9, where pupils were asked to role play a character from the story they were reading. Pupils volunteered without hesitation and gave their best without any self-consciousness or diffidence because they were extremely well supported by all their classmates. Each member of the class participated wholeheartedly in this exercise and, as a result, the quality of learning was very good.

The school provides a calm, happy and safe haven where pupils enjoy their learning and behave very well. They quickly develop positive attitudes to their work because of the

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support and encouragement of their teachers. They feel very well cared for by staff and are confident that any problems they have will be sorted out. This has a very positive impact on pupils' well-being, particularly in improving their self-confidence and behaviour. Pupils' spiritual, moral, social and cultural development is excellent. They demonstrate high levels of empathy, tolerance and understanding. Consequently, all the pupils, including those whose circumstances make them vulnerable, work and socialise harmoniously.

The pupils develop a very good understanding of their local culture and the traditions and experiences of children and adults of other nations, such as those of Ivan, their pen pal from Uganda. The school has gained national awards for its work in encouraging the pupils' personal development such as the Every Child Matters award and the Eco-Schools award. The pupils understand many of the factors which affect their health, such as the impact of smoking and drugs, and they are keen to take part in activities to improve their well-being. They respond very well to the school's health promotion strategies: for instance, the breakfast club is popular and very well attended. The pupils' outstanding progress in basic skills and their good vocational preparation gives them an effective springboard as they leave for further education or training. This is sometimes affected by higher than expected levels of absence by a small minority of pupils. However, most pupils achieve attendance targets which challenge them to attend much more than they did at previous schools.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is outstanding because the pupils are skilfully helped to do the best they can. The teachers combine extremely effective behaviour management strategies with very positive promotion of the pupils' self-esteem and enjoyment. This has an excellent impact on the pupils' learning. Lessons are very well planned and organised, and teachers use information and communication technology (ICT) very well to stimulate pupils' interest and understanding, and to support them in their research and writing. Teaching assistants are well trained and give a high level of individual support to all pupils, enabling them to be confident in attempting new work.

Teachers use assessment of pupils' work extremely effectively to ensure that they are all reaching challenging learning targets and to intervene quickly when a pupil is experiencing difficulty. Staff discuss pupils' progress in detail each day and use their assessments to tailor the next lesson's activities specifically for individual pupils. As a result, the curriculum is very successfully adapted to the pupils learning needs. One of its outstanding features is in the way staff teach a broad based curriculum in ways which specifically address each pupil's learning targets. They thus ensure that activities remain challenging, but that all the pupils can make regular progress in small steps. The pupils understand their own targets very well since they are printed out for them and constantly referred to. Teachers make excellent use of questions during, and especially at the end, of lessons to check understanding. The pupils know clearly how to improve their work further. The curriculum is carefully monitored by the leadership team to ensure it meets the stringent standards the school sets. The pupils' enjoyment and the development of their personal skills is enhanced significantly through a very wide range of extra activities, including sporting, leisure and cultural visits and by the many different visitors to school.

A key reason for the school's success is in the outstanding care and support for pupils: they are made to feel special and that their efforts are always valued. There is also very strong support for pupils and their families. At the same time, the school has very high expectations of the pupils' behaviour, tolerance and support for others, as well as their academic and personal achievement. Staff know the pupils very well and are very firmly committed to giving them as much help as possible to ensure that they make very good progress and develop as individuals. In turn, the pupils have excellent relationships with staff: they are very aware of the high standards of progress and behaviour which are expected of them, and they do their best to live up to these expectations. For instance, pupils in the Arrow group often enter the provision with extremely antagonistic and sometimes violent reactions to education. They quickly realise how strong the support

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for them is and respond well. As a result, most of them become more positive about their lives and develop ambition to succeed in their learning.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The school's leaders have been highly successful in embedding the ambition in all staff to do the very best for the pupils. Every aspect of the school is rigorously monitored and improved upon: staff constantly seek ways to make their teaching and pupils' learning better. Each teacher is a leader of a subject or area and is regularly called to account. The pupils' progress is continually monitored and speedy intervention made whenever necessary to support a pupil's achievement. The high quality of the school's tracking procedures gives leaders an excellent overview of the school's performance. Parents are regarded as vital to their children's progress: they are kept very well informed and seen as full partners in the pupils' education.

Partnerships with other schools are outstanding. The intervention class for mainstream pupils is very effective in helping them manage their behaviour issues. Very good relations are maintained with local schools to support these pupils. Brookfield staff also advise their mainstream colleagues on behaviour management strategies. The school's procedures for safeguarding pupils are very robust and ensure that they are extremely safe. The quality of assessment of pupils' progress in academic learning, in their personal development and in managing their behaviour ensures that every pupil has equal access to high quality school experiences. Pupils develop a very good understanding of their own community and that of boys and girls in other countries. However, not enough opportunities are provided for pupils to gain a meaningful insight into what life is like for others from different religious and cultural backgrounds within British society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Views of parents and carers**

Parents are happy with all aspects of their children's education. They feel their children are getting an excellent education and that the school is very effective in meeting their child's needs. They are confident that their children are safe and happy. One parent commented, 'He has only been a full-time pupil since February but the change in his attitude towards school is remarkable.'

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

Ofsted invited all the registered parents and carers of pupils registered at Brookfield 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	88	1	6	1	6	0	0
The school keeps my child safe	16	94	1	6	0	0	0	0
The school informs me about my child's progress	16	94	1	6	0	0	0	0
My child is making enough progress at this school	14	82	3	18	0	0	0	0
The teaching is good at this school	14	82	2	12	0	0	0	0
The school helps me to support my child's learning	14	82	2	12	1	6	0	0
The school helps my child to have a healthy lifestyle	14	82	3	18	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	59	7	41	0	0	0	0
The school meets my child's particular needs	15	88	2	12	0	0	0	0
The school deals effectively with unacceptable behaviour	16	94	1	6	0	0	0	0
The school takes account of my suggestions and concerns	8	47	9	53	0	0	0	0
The school is led and managed effectively	14	82	3	18	0	0	0	0
Overall, I am happy with my child's experience at this school	17	100	0	0	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](http://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"><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.**



23 June 2010

Dear Pupils,

Inspection of Brookfield School, Hereford, HR4 9NG

Not long ago we came to the school to see how you were getting on and whether we could suggest anything to make the school better. You made us very welcome and we enjoyed talking to you in your classrooms and in a meeting. Well done! We could see that you all really enjoy school. We were with you for two days. That was long enough for us to realise that you go to an outstanding school.

Here is a list of some of the things we particularly liked about your school:

- you work hard and make excellent progress in your learning and in your personal development
- your behaviour is excellent - congratulations!
- the many different people at the school look after you very well
- you do many interesting activities which you like and which means you want to learn better and faster
- all the adults work hard to give you as much help as possible and they are good at making sure the work they ask you to do is suitable for each of you
- your headteacher runs the school very well.

We think the school could improve even further by:

- finding ways to help you all attend regularly
- providing you with more opportunities to learn about the customs and beliefs of a wide range of people in the United Kingdom.

All of you can help too by continuing to work hard and supporting each other.

Yours sincerely

Melvyn Blackband

Lead inspector

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