

# Brookfield Primary Academy

Ridge Road, North Cheam, Sutton, Surrey SM3 9LY

## Inspection dates

4–5 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, governors and trustees are highly ambitious. They have made significant improvements across the school for the benefit of pupils.
- Pupils currently make strong progress in reading and mathematics because these subjects are taught systematically. Outcomes in writing are more variable especially for lower-ability pupils and pupils with special educational needs and/or disabilities (SEND).
- There are examples of highly effective teaching of writing in some classes. However, these are not shared widely across the school to develop best practice.
- Leaders have used training opportunities judiciously to improve the quality of teaching and learning. Staff are really positive about the support that they receive.
- Pupils appreciate the range of trips and clubs that supplement the broad and balanced curriculum.
- Many middle leaders are new to post. The full impact of their work in different subjects is unclear. Consequently, work in topic and science books is variable.
- Leaders have successfully improved attendance. Pupils are keen to learn and proud of their school and their achievements.
- Pupils behave well in lessons and around the school. Playtimes are busy and productive. There are very low rates of exclusions because leaders provide excellent pastoral care.
- There have been considerable improvements in early years over the last few years. Children now get a good quality of education, cooperate well and are motivated and engaged learners.
- Parents, staff and pupils hold very positive attitudes about learning, behaviour and safety.
- Leaders prepare pupils well for secondary school and beyond. A strong focus on spiritual, moral, social and cultural development ensures that pupils are well-rounded citizens. A comprehensive careers week gives them something tangible to aim for in their futures.

## Full report

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

- Further improve outcomes in writing so that they match those in reading and mathematics by:
  - identifying pupils' starting points accurately so that work is more precisely tailored to their needs
  - ensuring that lower ability pupils, including those with SEND, secure basic skills before moving on to more complex work
  - making the links between, for example, phonics and spelling, and grammar and sentence construction, more explicit
  - building on the effective practice that already exists in school.
- Continue to develop middle leaders so that outcomes in subjects other than English and mathematics rise.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, governors and representatives of the trust have a very clear vision for what they want pupils to experience and achieve while at Brookfield. They have an accurate understanding of the school's strengths and use this to plan effectively for improvement. There is a real focus on raising standards. Consequently, many outcomes are better than when the school first joined the trust.
- Leaders have developed a culture of respect and ensure that the ethos is warm and welcoming. This benefits all pupils and especially helps the high numbers who join the school other than in early years. For example, the 10 pupils who joined in Year 6 this year have clearly settled well.
- Leaders have used research to develop their understanding of how best to teach mathematics. This included visiting Singapore, where their chosen methodology is widely used, to see this being delivered first-hand. The deep understanding this helped them acquire gave leaders the confidence to adapt the scheme to meet Brookfield's pupils' needs really effectively.
- Leaders use special needs funding effectively. Pupils with SEND make good progress towards their individual targets, particularly in focused interventions. However, guidance and tasks in class do not always meet their needs well enough for them to make the additional progress needed to catch up with their peers, especially in writing.
- Leaders use the pupil premium funding to good effect. They have a clear plan outlining provision for disadvantaged pupils, which is having a positive impact on both academic and social outcomes. More disadvantaged pupils are involved in extra-curricular activities than at the beginning of this year, developing their confidence and engagement. Highly effective pastoral support ensures that pupils are in school and ready to learn.
- There is a strong commitment from trustees that disadvantaged pupils take part in things that they would otherwise not experience. For example, successful fundraising has led to the creation of a fully-funded cricket club with high-quality kit, which trains with local teams.
- The primary physical education (PE) and sport premium is well used to bring expertise into the school. This benefits pupils directly, through the provision of very high-quality PE teaching. It also benefits staff who receive training to improve their skills and subject knowledge.
- Training is used highly effectively to improve the quality of teaching. Partnerships both within and beyond the trust provide a range of professional development opportunities for staff to improve their practice. However, opportunities to share the effective examples of the teaching of writing within school are not used to optimum effect.
- Staff who responded to the survey were very positive about working at the school. For example, the vast majority felt that leaders take their well-being into account. Those at the very early stage of their careers were very complimentary about the training and support that they have received. This has ensured the successful completion of their

probationary year.

- Leaders are working to further enhance the broad and balanced curriculum. Pupils' opportunities to develop as musicians have been vastly improved by the appointment of a music director. Pupils talk with enthusiasm about the range of trips and clubs that support their learning. Currently, however, the work produced in subjects such as history, geography and religious education is of variable quality.
- Many middle leaders are new to their role. They have strong subject knowledge and have worked effectively to audit provision and resources in their areas of responsibility. They have made positive improvements to the content of the curriculum. However, it is too soon for the impact of their work to be felt in improved outcomes for pupils in subjects other than English and mathematics.
- There is good provision for pupils' spiritual, moral, social and cultural development, strongly linked to the school's and trust's values. For example, during arts week, pupils produced ornate, decorated letters spelling out each of the values. These now adorn the lunch hall and pupils can recite all of them by heart and explain the meaning of each one. For example, they told inspectors that resilience means trying really hard and never giving up.
- Pupils are well prepared for moving on to secondary school. They are confident young people with a good understanding of values, including fundamental British values. The very successful careers week gave them concrete ideas about what they want to be when they grow up and what they need to do to achieve that.

## **Governance of the school**

- Governors and trustees are effective in their roles, they:
  - share the same ambition and commitment to continual improvement as senior leaders
  - are very clear as to their roles and responsibilities
  - pursue the areas for which they are accountable with determination, asking pertinent and challenging questions of school leaders
  - check safeguarding arrangements very thoroughly
  - have an in-depth knowledge of the local community, which they use to ensure that leaders tailor resources and initiatives to best meet pupils' and families' needs.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The system for vetting potential employees, volunteers and visitors for their suitability to work with children is robust. These checks are meticulously recorded and scrutinised regularly to ensure that they meet requirements, for example by the chair of the governing body.
- Leaders ensure that pupils understand how to stay safe. The use of acronyms such as PANTS, SMART and STOP helps pupils remember vital safety information. Consequently, pupils state that they feel very safe, and parents and staff agree.

- Systems for reporting and acting upon concerns are very well organised. Staff are clear about what needs to be reported and are attuned to the slightest changes in pupils' appearance or demeanour. Leaders follow up referrals in a timely manner to ensure that any support needed is forthcoming. In this way, the most vulnerable children and families' needs are met.
- Processes for administering medicines and first aid are robust. The system has been set up so that it is easy to check doses and expiry dates.
- By the time they leave school, far more pupils can use a range of different strokes when swimming than is the case nationally. The proportion who can perform safe self-rescue is also higher than the national average. This contributes well to pupils' water safety.

### Quality of teaching, learning and assessment

**Good**

- Teachers use systematic planning to deliver effective lessons. This has been particularly successful in reading and mathematics.
- Conduct in lessons is good. Pupils are keen to complete tasks and demonstrate positive attitudes to learning.
- The teaching of reading is systematic and highly effective. Teachers ensure that pupils develop the fundamentals of reading well. Reading is celebrated throughout the school in a range of ways. Classes have attractive and well-equipped reading areas that pupils enjoy using.
- The teaching of mathematics is very well suited to pupils' needs. Written tasks are supplemented by the use of practical apparatus, which cements pupils' understanding. For example, pupils in key stage 1 were filling and emptying containers when learning about capacity, using appropriate language.
- The teaching of PE is very well developed. Pupils show increasingly sophisticated physical abilities. Additionally, there is a focus on the emotional and psychological attributes needed to be a good sportsperson. For example, pupils learn about teamwork and resilience. This approach has now been rolled out to the other schools in the trust.
- Parents expressed positive views about how well their children are taught. Pupils were also really positive about teaching. They said that their teachers help them and give them challenges in their learning.
- Phonics and grammar are well taught. However, teachers do not make the links between these skills and pupils' written work. Consequently, pupils' spelling and sentence construction does not reflect what they have learned.
- In writing, teachers are not precise enough at meeting the needs of lower-ability pupils, including those with SEND. Guidance for these pupils does not focus sufficiently on ensuring that they secure basic skills. For example, teachers might suggest that pupils use relative clauses when they are still not adept at constructing simple sentences.
- There is good support for pupils who need extra help. However not all activities are best suited to pupils' starting points. This means that sometimes pupils cannot access

tasks or tasks are too easy for them.

- In the wider curriculum, topics enable pupils to learn about diversity. During international week, each class learns about a different country, including its cuisine, language and cultural practices. Overall though, work in topic and science books is not of the same high quality as that in English and mathematics.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured learners. They take pride in their work. Presentation in pupils' books is of good quality.
- Pupils work well together and listen to each other's ideas respectfully. The school's approach to developing pupils' social skills underpins the positive attitudes that they have for each other.
- Pupils are smart and well presented. They are proud of their school and are keen to keep the environment pristine.
- Leaders ensure that there is a range of measures in place to support pupils' emotional needs, including direct support for families. There is strong evidence that these measures have a very positive impact on the most vulnerable pupils and families.
- Pupils who spoke to inspectors said that there was hardly ever any bullying at school. They said that teachers are very caring and sort out problems swiftly and effectively. One pupil claimed that adults 'sort it out and it never happens again'.
- Pupils are very clear as to what bullying is. Leaders have been really effective in the approaches they chose to teach pupils about bullying, including using powerful metaphors such as the lollipop lady and her sign. When asked, pupils could all recite the acronym STOP and say what the letters stood for.
- Pupils can explain why they feel safe in school. They cite the fire alarms, the anti-bullying work, the school rules and the attentive care of adults as keeping them safe. Responses to the online surveys for parents, pupils and staff show that they are all very positive about safety.
- Pupils have an appropriate understanding of how to stay safe online. They appreciate what they learn in their computing lessons about e-safety, including how to stay safe when playing games. They know not to give out their details and would always report abuse or inappropriate content.

### Behaviour

- The behaviour of pupils is good. Playtimes and lunchtimes are harmonious. There are lots of different activities on offer and pupils use their time productively and purposefully.
- Systems for supporting pupils with particular behaviour needs are well embedded. Consequently, these pupils are ready and able to learn. This keeps the rate of

exclusions exceptionally low; in most years there are none.

- The behaviour system has been overhauled to make it much clearer. A comprehensive analysis of behavioural incidents shows that there has been a significant decrease in poor behaviour over the course of the year. Pupils really understand the system and how it works. They are horrified at the idea of receiving a 'yellow form'.
- Leaders have worked effectively to improve attendance, which has risen to slightly above the national average. The proportion of pupils who are persistently absent has dropped. Effective systems ensure that this work is sustainable.

## Outcomes for pupils

**Good**

- Progress across key stage 2 in reading, writing and mathematics has steadily risen since the school joined the academy trust. In 2017 and 2018, progress in reading was above the national average. Improvements to the teaching of mathematics meant that, in 2018, progress rose to above the national average.
- The results of the Year 1 phonics screening check are consistently above the national figure. Pupils who read with inspectors used their phonics knowledge securely to read fluently and tackle unknown words with confidence. Older pupils explained that they use a range of strategies to help them understand the new words that they come across when reading. Pupils read regularly and understand the importance of reading. Pupils who spoke with inspectors said that they like to read books that pose a challenge for them because they learn more.
- Pupils with SEND make good progress from their starting points. Inspectors saw examples of pupils being able to write much more across the course of the year, having more legible handwriting and producing better constructed sentences. However, occasionally, the progress needed to catch up with their peers was hampered by inappropriate guidance or tasks that were not sufficiently well targeted to their needs.
- Disadvantaged pupils made strong progress across key stage 2 in 2018. In other year groups, progress and attainment are often above those of other pupils in the school. These outcomes compare very favourably with those of other pupils nationally.
- Outcomes in some subjects across the wider curriculum are strong or improving rapidly, for example in PE and music. However, leaders are clear that outcomes in other subjects, such as history, geography, religious education and science, need further improvement to match the very positive outcomes in reading and mathematics.

## Early years provision

**Good**

- Leaders have worked effectively to improve all aspects of early years so that the quality of education is now good. Children make good progress from their starting points and are well prepared for moving on to Year 1.
- The learning environment in early years is bright, well organised and supports children's learning well. Activities are designed to ensure that children meet national expectations by the end of the Reception year.
- To promote writing, staff make links with topical and popular content. During the

inspection, children were writing about Buzz Lightyear to coincide with the release of the new film in which he features. This really motivated them.

- Staff are skilled at developing children’s language and moving their learning on. For example, adults were observed supporting children to count candles on a birthday cake, encouraging them to find totals by asking questions such as ‘How many are there altogether?’
- Behaviour and conduct are good. Children work and play together amicably and productively. They are interested and motivated by the learning activities on offer.
- Leaders are very clear about the strengths of the provision in early years. They are also ambitious to develop it further and have coherent plans for this.
- The curriculum provides a broad range of interesting experiences. For example, children were really engaged in playing in the travel agency set up outside.
- There is a comprehensive system for informing parents of how well their children are doing. Parents contribute examples of home learning or children’s interests, which help staff to get a well-rounded picture of children’s achievements.

## School details

Unique reference number	143628
Local authority	Sutton
Inspection number	10107646

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair	Dean Clark
Headteacher	Jo Morley
Telephone number	0208 644 8616
Website	<a href="http://www.brookfield.sutton.sch.uk/">www.brookfield.sutton.sch.uk/</a>
Email address	<a href="mailto:bfoffice@leoacademytrust.co.uk">bfoffice@leoacademytrust.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This is a larger than average-sized primary school. It joined the LEO Academy Trust in November 2016. Its predecessor school was inspected in June 2015. This inspection judged the school to be good overall. All the individual judgements were also good apart from early years, which was found to require improvement.
- The trustees delegate some elements of their work to the local governing body. The distribution of roles and responsibilities is very clearly laid out in documents that can be found on the school's and the trust's websites.
- The early years consists of a Nursery class and two Reception classes. There are two classes in each year group throughout the rest of the school.
- The proportion of disadvantaged pupils is lower than the national average. The proportion of pupils with SEND whose needs are met through SEN support is higher than the national average. The proportion of pupils that have an education, health and

care plan is lower than the national average.

- The proportion joining the school other than at the beginning of the Reception year is higher than the national average.
- Nearly a third of pupils speak English as an additional language. This is higher than the national average. The school's high mobility means that some of these pupils join at the very early stages of learning English.
- The school serves a very diverse community. Just over half of the pupils are from minority ethnic backgrounds, representing 15 different ethnic groups.

## Information about this inspection

- Inspectors visited every class in the school at least once to observe teaching and learning. They were accompanied by the school's senior leaders on these visits. Inspectors also attended assemblies.
- Inspectors gained pupils' views in a range of ways. They met with representatives from different year groups in formal meetings. They spoke to pupils more informally in the playground, the lunch hall and on a guided tour of the school. Inspectors also took account of the 128 responses to the online pupil survey. Additionally, inspectors listened to pupils read from both key stages.
- Inspectors spoke to parents at the beginning and end of the school day. The 29 responses to Ofsted's online survey 'Parent View' and the 16 comments left on the free-text facility were also considered.
- The inspection team met with staff, including senior and middle leaders and those responsible for administering first aid and keeping employment vetting records, as well as taking account of the 43 responses to the online staff survey.
- Inspectors scrutinised a range of documents, including those relating to safeguarding, child protection, logs of behavioural incidents, absence figures, minutes of governing body meetings and other trust and governance paperwork. The inspection team also looked at the school's evaluation of its own performance and improvement planning, and at reviews conducted by external agencies.

## Inspection team

Jeanie Jovanova, lead inspector	Ofsted Inspector
David Boyle	Ofsted Inspector
Stephen Hall	Ofsted Inspector

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