

# Brookhurst Primary School

## Inspection report

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<b>Unique Reference Number</b>	125565
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340793
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	Chris Moodie

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Sinnott
<b>Headteacher</b>	Ms Angela Stanton
<b>Date of previous school inspection</b>	15 November 2006
<b>School address</b>	Ullswater Avenue Leamington Spa CV32 6NH
<b>Telephone number</b>	01926 420051
<b>Fax number</b>	01926 429899
<b>Email address</b>	Head2330@we-learn.com

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**Number of children on roll in the registered  
childcare provision** 48

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<b>Age group</b>	4-11
<b>Inspection date(s)</b>	10–11 March 2010
<b>Inspection number</b>	340793

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## Introduction

This inspection was carried out by three additional inspectors. Most of the time was spent looking at learning; 22 lessons were observed, involving 13 teachers. Meetings and discussions were held with staff, senior leaders, pupils, and three governors. Inspectors observed the school's work, and looked at documentation including school improvement plans, attainment and tracking data on pupils' progress, and safeguarding information. A total of 81 parental questionnaires were received and scrutinised. Difficulties with the completion of online questionnaires meant that fewer responses were gathered than may have been expected.

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

- the extent to which recent improvements in attainment have been sustained
- the effectiveness of assessment in promoting progress
- how teaching meets the needs of individual pupils.

## Information about the school

In this larger than average school, the overwhelming majority of pupils are of White British heritage; very few are from minority ethnic backgrounds. Below average numbers of pupils are eligible for free school meals. The proportion with special educational needs and/or disabilities is average. The school holds the Healthy Schools status and a Silver Eco School award. Two weeks prior to the inspection, the governing body took control of after school care on the site.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

Under the strategic leadership of the headteacher and a committed leadership team, the school has improved in significant areas since the previous inspection. Consequently, it shows good capacity to sustain this rate of improvement. From starting points that are broadly average, pupils make good progress and leave the school in Year 6 with attainment that is above the national average in all areas of learning. Pupils in the Early Years Foundation Stage enjoy a good start to school, and make particularly good progress in their personal and social development.

Pupils behave well in lessons and at playtimes. They cooperate very well and are quick to celebrate one another's achievements. Pupils feel very safe in school and can explain, for example, why internet safety is important to them and their friends. Extra-curricular sports and games are popular among the pupils, and contribute to their strong understanding of how to lead healthy lives. Pupils are keen to accept responsibilities and they make a good contribution to the life of the school, being consulted and listened to by the staff.

Teachers plan an increasingly creative and interesting range of learning experiences for the pupils. As a result, lessons run smoothly and pupils are keen to work hard and often report that they enjoy themselves in classes. One pupil in Year 5 told inspectors that, 'Writing is great, because we are learning about exciting things.' Enthusiasm for learning is most evident in Year 6 where pupils' exemplary attitudes contribute significantly to the good progress that they are making. Teachers generally provide pupils with work that is well matched to the range of learners' needs. At the beginning of many lessons, all pupils listen to the teacher. Opportunities to target teaching at specific groups of pupils during these times are not always taken. As a result, pupils often listen to introductions to lessons that are either too hard or too easy for them.

The high quality of displays around the school represents the diverse range of skills and knowledge that the pupils acquire through the motivating curriculum. The school makes good use of a limited number of computers, but pupils are left with insufficient opportunities to use information and communication technology (ICT) in other subjects. Good use is made of pupils' interests to inspire enthusiasm, and teachers are increasingly effective at providing feedback which supports pupils' future learning. The care of pupils is a central part of the school's ethos, and pupils are confident that they will be listened to. Systems and procedures for supporting vulnerable pupils are securely in place and the school works well in partnership with

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outside agencies.

The leadership team work well together and have a vision that is shared by all staff. This clear sense of direction has led to improvements in many key areas of the school's work, and has raised standards considerably. Rigorous monitoring procedures are now in place, which enable the school to have an accurate view of its own performance. Governors provide both challenge and support for the school and have helped to raise standards. A large majority of parents and carers are supportive, although a small number find access to the school's leadership difficult. Others would like better communication between school and home, although parents and carers that inspectors spoke to were pleased with the e-mail, text messaging and web site that the school uses to communicate with them.

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

- Provide more opportunities for pupils to apply and develop their skills in ICT in a range of different subjects.
- Meet the needs of individual pupils throughout lessons by:
  - using a range of teaching styles at the beginning of lessons so that pupils of all abilities are appropriately challenged and supported.

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

**2**

Attainment across the school has risen since 2007. When pupils left at the end of Key Stage 2 in 2009, their attainment in all subjects was very high. The current pupils in Year 6 are on track to attain above-average standards when they leave the school, and attainment in mathematics is particularly strong. Scrutiny of the school's own assessment information on pupils' work and progress indicates that attainment is above average across the school. All groups of pupils make similar progress. The few with minority ethnic backgrounds achieve well. Ambitious targets are set which require all pupils to progress at a faster rate than is normally expected. A large proportion of pupils meet these targets and the rest exceed them. Good support and well-matched work and activities enable pupils with special educational needs and/or disabilities to make good progress and attain better than their national counterparts.

The positive behaviour of the majority of pupils contributes well to the progress that they make. Many are clear about why they come to school and enjoy the lessons where learning happens swiftly – revelling in their achievement and that of their peers. In the rare instances where behaviour is not as good, learning and progress are slower. A comprehensive understanding of safety supports the development of independent learning. From the safe use of scissors in Year 1 to a sophisticated awareness of 'stranger danger' in upper Key Stage 2, pupils are aware of the risks that they face and are well placed to minimise them. They make sensible choices of

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snacks at playtime. While older pupils are able to discuss why some foods are better for them than others, younger pupils are less clear about their benefits. Typical of many Key Stage 2 pupils was the girl who said ‘Chocolate is fine in small doses, as long as you do sports and exercises.’ Almost two thirds of pupils take up after school activities, many of which involve sports. For example, the lunchtime running club circled the school field with enthusiasm during the inspection, and many pupils spoke positively about the clubs that they attend. Pupils acquire good basic skills in mathematics and English, whilst in ICT these are satisfactory. When combined with their positive attitudes and dispositions, this prepares them well for their futures. Attendance is above average and very few pupils are late. Punctuality around the school is very good and lessons start promptly. These attributes support a strong sense of social and moral awareness in the pupils, and the school is a harmonious place as a result. Pupils listen to one another and the school council is helping to make the pupil-voice heard. They have yet to have a significant impact on the wider community. The small number of pupils from minority ethnic backgrounds are well integrated into the school, and pupils report that the single incident of racist behaviour that was reported last year was dealt with swiftly and effectively. Pupils in Years 5 and 6 develop good understanding of cultures other than their own, and are articulate about diversity, having all attended a ‘diversity workshop’. Younger pupils are much less aware of other cultures, but know about different faiths and beliefs.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</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>
<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>2</b>

**How effective is the provision?**

Most teaching is good and none inadequate. Teachers have high expectations of

<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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individual pupils and this promotes good progress. Much work has been devoted to developing marking and assessment since the last inspection and the benefits are clear in many classrooms. Marking and feedback are at least good and in some cases outstanding. Pupils assess their own work and gain understanding of exactly what they need to do to progress to the next step in learning. The process helps leaders recognise inconsistency, and deal actively with it, but practice is not fully consistent across the school. Teaching assistants are well deployed, skilfully and sensitively supporting and guiding pupils. They are used effectively to intervene where potential underachievement is identified. Questioning is good although opportunities for pupils to discuss their answers together are occasionally missed.

The curriculum is in transition to further meet learners’ needs. Creative planning supports cross-curricular work well. The opportunity to apply writing skills in different subjects is a common feature, but less apparent in mathematics. The lack of computers makes ICT under-represented in the curriculum.

The school provides a very caring environment for pupils from entry. New pupils receive home visits, and this level of support continues through the school. Transition guidance at the end of Year 6 is good. Vulnerable pupils are very well supported, and the school works effectively with outside agencies to act in their best interests. All staff have qualifications in basic first-aid, and some have undertaken advanced paediatric training. The school provides satisfactorily for pupils in the after school club where a great deal has been achieved in a short time. Key policies and planning for the after school club are at a very early stage of development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<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?

The school has made good progress since the last inspection because of the determination of the leadership team. Following a local authority review in 2007, the school reconsidered many of its practices and identified a clear route to improvement. The governors redefined their strategic role and are now contributing effectively to realising the school’s ambitions. As a result of the action taken, attainment and progress for all groups of pupils are now securely above average across the school, demonstrating the school’s commitment to the promotion of equal opportunities. The leadership team are ambitious for further improvement and have plans for the pupils to fully realise their potential. These aspirations are shared by many parents and carers, who provide their children with high levels of support and

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encouragement. The school works well with its local community, making good use of partnerships to support pupils’ learning and well-being. The school’s commitment to its community was exemplified when the governing body acted to take over the after school care, recognising the implications for parents and carers if it were to close. Despite the very early nature of the school’s involvement in this, standards are satisfactory and good management has quickly secured this provision for the future. National and global community cohesion is less well developed, although the school’s link with Sierra Leone enriches the curriculum in upper Key Stage 2. The school’s safeguarding and child protection arrangements are compliant, and levels of staff training are adequate. The school’s finances are well deployed and difficult decisions regarding the school’s finances have been taken with a secure strategic view on the future. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<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>2</b>

## Early Years Foundation Stage

Children enter the school with skills that are broadly in line with age-related expectations. They make good progress across the Early Years Foundation Stage because teaching effectively facilitates learning and questioning is well used. Children’s personal development and social skills are especially good, and the positive and warm relationships between staff and children encourage mutual trust and confidence. Children feel safe in Reception, and show good independence within the classroom. The relationships between teachers and children are excellent. Teachers plan a range of interesting activities, but the outdoor area limits the extent to which children can make their own choices about learning inside or outside. The small space available denies children, for example, use of wheeled-vehicular toys. The staff form a cohesive and effective team. Assessment procedures are in place for key basic skills, but do not currently provide a broad enough range of information

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about the children and their ongoing progress in all areas of learning.

*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**

A large majority of parents and carers are supportive of the school and all that it does. Inspectors spoke to several parents and carers at an assembly and all comments were positive about their children’s education. Some parents and carers expressed concerns about behaviour management, pupil progress and communication between school and home. Inspectors did not find evidence to support these concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Brookhurst 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 366 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	51	38	47	2	2	0	0
The school keeps my child safe	40	49	39	48	2	2	0	0
The school informs me about my child’s progress	19	23	43	53	15	19	3	4
My child is making enough progress at this school	23	28	40	49	15	19	1	1
The teaching is good at this school	24	30	45	56	7	9	0	0
The school helps me to support my child’s learning	23	28	42	52	11	14	1	1
The school helps my child to have a healthy lifestyle	26	32	48	59	5	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	23	38	47	6	7	1	1
The school meets my child’s particular needs	19	23	49	60	10	12	1	1
The school deals effectively with unacceptable behaviour	14	17	44	54	17	21	4	5
The school takes account of my suggestions and concerns	11	14	47	58	15	19	2	2
The school is led and managed effectively	12	15	42	52	13	16	6	7
Overall, I am happy with my child’s experience at this school	29	36	45	56	7	9	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 all 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 pupils' 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.**



12 March 2010

Dear Pupils,

### **Inspection of Brookhurst Primary School, CV32 6NH**

I would like to thank you for your warm welcome during the recent inspection. We enjoyed visiting your lessons, playtimes and assemblies. You behave very well in lessons and around the school, and this helps to make your school such a pleasant place to visit. You helped us to find out about the things that your school does well, and what it needs to do in order to help you to improve your work.

Your school is a happy place in which teachers and support staff take good care of you. You make good progress because you work hard and your teachers provide you with interesting work to do. You are independent and we have asked your teachers to make the most of this by giving you work that suits your abilities from the very start of lessons, so that you are always being challenged by what you are doing. We were impressed by how some of you are really good at assessing your own work. We hope that this will spread throughout the school. Your school is getting ready to buy some new computers and we think that this is very important because you don't have enough time at the moment to practise the skills that you gain in the ICT suite.

You can help your own improvement by continuing to work hard and thinking really carefully about what it is that you need to do to make your work better. I wish you all the very best of luck in your future lives.

Yours sincerely

Chris Moodie  
Lead inspector

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