

Brookfield Primary Academy

Lime Grove, Swinton, Mexborough, South Yorkshire S64 8TQ

Inspection dates

20–21 September 2016

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not acted quickly enough to bring about the rapid improvements needed to provide an acceptable standard of education.
- A lack of clarity around accountability, governance and leadership has resulted in key aspects of school improvement remaining unchecked, which has contributed to the slow pace of change.
- Leaders have failed to secure high-quality permanent members of teaching staff. As a result, the quality of teaching, learning and assessment is inconsistent.
- Leaders cannot identify how well different groups of pupils are progressing throughout the year because they do not analyse progress information. Consequently, disadvantaged pupils have significantly underachieved.
- Safeguarding procedures are inadequate because the relevant recruitment information is not being checked. Adults do not keep pupils safe from peer-on-peer aggression.
- Inadequate outcomes at the end of key stage 2 demonstrate the lack of progress made by all pupils.
- Teachers' expectations are not high enough, and as a result the most able pupils are not sufficiently challenged.
- Assessment information is insecure. Leaders do not check progress in pupils' workbooks accurately. Consequently, in key stage 2 there is an over-positive picture of the rate of pupils' progress.
- Teacher's assessments of the starting points of children as they enter Nursery and Reception are too low. As a result, assessment of progress across the early years is unreliable.
- Subject leadership is underdeveloped. Pupils receive a limited curriculum which does not prepare them for life in modern Britain.
- Too many lessons are being disrupted by poor behaviour, which is impeding the progress of all pupils within the class.
- Levels of attendance are too low.

The school has the following strengths

- There has been an improvement in the proportion of pupils reaching the required standard in early reading skills in key stage 1.
- The use of the sport premium has resulted in increased uptake of after-school sports clubs.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Rapidly improve the quality of leadership and management at all levels so that:
 - all safeguarding arrangements satisfy the requirements of the most recent legislation
 - effective and robust systems are in place to hold leaders and managers to account for the progress of all groups of pupils, but particularly for those who are disadvantaged
 - leaders know the impact of pupil premium funding and target extra resources where they are needed
 - policies and procedures are up to date, being consistently implemented and regularly reviewed
 - there are effective arrangements for governance in place, which challenge leaders to bring about rapid improvement
 - the curriculum is fit for purpose and provides pupils with a broad and balanced programme of work.
- Rapidly improve the quality of teaching, learning and assessment and accelerate outcomes for pupils, by:
 - ensuring that all teachers have consistently high expectations for what pupils can achieve in all areas of the curriculum
 - checking that assessment information is accurate and is used to plan appropriate challenge and support for different groups of pupils, particularly the most able
 - improving teachers' subject knowledge so that they know what to teach
 - securing a stable and permanent teaching staff who are well supported by middle leaders to bring about rapid improvements
 - developing the learning environment in the Nursery class to improve curriculum provision.
- Improve attendance and behaviour by ensuring that:
 - absence of all pupils is analysed, including for specific groups of pupils, and effective action is taken to make sure that pupils are in school and ready to learn
 - the behaviour policy is consistently implemented and has a positive impact on learning in the classroom
 - all staff know how to deal with challenging behaviour and keep all pupils safe when incidents arise.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

It is recommended that the school does not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders across the trust are not working together to ensure that timely actions are taken to move the school forward. Key lines of responsibility within the trust are not in place. Consequently, school leaders are not supported or challenged effectively.
- The curriculum has not been developed. Pupils are not receiving a broad and balanced curriculum because long-term plans for many subjects, including science and religious education, are not in place. Where planning is in place it is not being followed in sequence and so any planned cross-curricular links are lost. Pupils have not been taught about British values and are not well prepared for life in modern Britain.
- Self-evaluation is brief and inaccurate. It gives an overgenerous picture of the effectiveness of the school. The assessment information provided is contradictory. For example, end of Year 2 assessments do not match with the assessment for the beginning of Year 3. There is no analysis of the progress of different groups of pupils.
- The impact of pupil premium funding is not evaluated. There is no information from which to plan the next allocation of funding, because leaders cannot identify which pupils have greatest need. Historical information shows that disadvantaged pupils are making inadequate progress, and this has not been addressed.
- Expectations across the school are too low. The school aims do not reflect any ambition for academic excellence. Leaders are not checking on the progress of the most able pupils. As a result, outcomes for this group are inadequate.
- Leaders do not have effective systems for reviewing pupils' progress in books. Some books have not been marked for long periods of time. Therefore, pupils are not being given help to improve their work.
- High staff turnover has an impact on the outcomes of pupils because temporary staff are not fully aware of the school's policies. For example, neither the marking policy nor the behaviour policy are being consistently applied.
- Middle leaders are not monitoring their subjects effectively. Issues identified from a joint scrutiny of pupils' work had not been shared or acted on, including inappropriate challenge and poor progress.
- The sports funding has been spent appropriately. It provides opportunities for pupils to participate in a wide variety of sports events during the school day and after school. Pupils enjoy taking part in competitions with other schools.

Governance of the school

- The governing body has not met since February 2016. The chair of the governing body is now the interim chief executive officer. There has been no governance in place since that time. The trust has just begun to form an interim executive committee which will be chaired by the regional director of education.
- Governance has therefore been inadequate over time because no other formal accountability measures have taken the place of the governing body. As a consequence, systems to hold leaders to account are in a state of disarray. The lack of analysis of outcomes and use of pupil premium funding demonstrates that the trust has not held key leaders to account.

- Representatives from the multi-academy trust have carried out some system checks on safeguarding and website compliance. However, these areas remain inadequate because effective action has not been taken to address issues identified in the checks.

Safeguarding

- The arrangements for safeguarding are not effective.
- Information kept centrally by the school is not up to date. Checks for new employees are not being undertaken rigorously enough before they start working. Leaders are not checking that legal requirements are being met.
- Training for staff is not compliant with regulations. Staff have not read 'Keeping children safe in education', so their knowledge is not being updated and refreshed at key times of the academic year. The out-of-date safeguarding policy has just been reviewed by the trust, but is not in place.
- Some pupils say that they do not feel safe in school because other pupils hurt them. Systems to manage peer-on-peer aggression are not effective. A small number of pupils were hurt during the inspection in one break session because adults allowed poor behaviour to continue without taking effective action.

Quality of teaching, learning and assessment

Inadequate

- Expectations of what pupils can achieve are not high enough. In most lessons pupils are not expected to work quickly or to a high standard. The majority of pupils are working at below or well below age-related expectations.
- There is too much variability in the quality of teaching, learning and assessment across the school. As a result, pupils are not making the progress they need to reach the higher expectations of the new curriculum.
- In mathematics lessons, teaching does not meet the needs of pupils. In one lesson all pupils were asked to complete a high-level activity, and the least able pupils were given inappropriate numbers to work with. This meant they could not complete the tasks, became frustrated and made no progress throughout the lesson.
- The pace of learning is too slow in most classes because teachers are struggling to cope with the behaviour of some pupils. Learning is too frequently interrupted and pupils who want to learn are being held back while the teacher reminds the whole class how to behave. Although some lessons are well planned and resourced, their impact is lessened by poor behaviour.
- Systems for marking work change frequently, leaving some teachers confused as to what is expected. Some books have not been marked for long periods of time, and as a result pupils repeat the same mistakes and do not take pride in their work.
- Teaching assistants are more effective where teachers have stronger behaviour management strategies. In key stage 1, some teaching assistants support less able pupils well, and are effective in helping pupils to make better progress. For example, small-group work which focuses on teaching early reading skills is well planned to meet the needs of the pupils. In key stage 2 teaching assistants are not as effective because they are mainly managing behaviour and are not focused on supporting and deepening learning.
- There are differences in attainment levels for boys and girls in reading. The most able readers are usually the girls and they are confident and speak with enthusiasm about

the books they are reading. Boys are not as confident and their attitudes to reading are not as positive.

- Improvements to the teaching of phonics in key stage 1 are having a positive impact on outcomes in Year 1.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Many pupils do not display positive attitudes to learning. Older pupils need to be reminded to help each other in lessons.
- Opportunities to learn about personal, social and health education are not planned into the curriculum. Pupils receive some information from assemblies but this is not enough to help them learn in enough depth.
- Pupils in key stage 1 benefit from playing alongside play leaders from key stage 2. The older pupils engage well with the younger ones and have a positive impact on the quality of their play.
- Strong links with the church provide pupils with engaging and exciting assemblies which capture pupils' imagination and inspire a sense of wonder. For example, the local vicar delivered an assembly during the inspection which fully engaged the pupils, who were enthusiastic to answer questions and demonstrate their understanding.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attendance levels have improved slightly from the previous year, but remain well below the national average for all groups. The high levels of persistent absence are showing some signs of improvement, particularly for disadvantaged pupils.
- The vast majority of pupils behave appropriately, although playground behaviour is not being supervised well enough to ensure the safety of all pupils. Adults are reacting to the poor behaviour, rather than finding ways of preventing it.
- Disruption to learning in the classroom has a negative impact on the progress that pupils are making. Too much time is spent dealing with disruptive behaviour because teachers are not applying the behaviour policy.
- In some classes, particularly in key stage 2, pupils demonstrate a lack of engagement and there is persistent low-level disruption which is having a negative impact on pupils' learning. The lack of pride seen in many work samples is a result of the low expectations of teachers and other adults.
- Behaviour information is recorded regularly on the online behaviour system. However, the information is not used to identify issues or plan for improvements. Bullying incidents are not easy to identify using the system. Leaders therefore are not aware of patterns or areas to focus on. Although leaders are recording racist incidents, they are not forwarding this information to the local authority.
- Pupils in the early years are well behaved, listen to the teacher and show positive attitudes to learning.

Outcomes for pupils

Inadequate

- Too few pupils are reaching age-related expectations at the end of key stage 2. This is because teaching and learning are not meeting the needs of the pupils and leaders are not taking effective action to put solutions in place.
- In 2015 progress rates for pupils at the end of key stage 2 were well below those seen nationally. As a result, many pupils left the school ill prepared for their next stage of education. Unvalidated progress information for 2016 indicates that this is still the case.
- Teachers have an overgenerous view of achievement and progress in English and mathematics. Work seen in books confirms that assessments are inaccurate and do not match with the outcomes seen. Almost all key stage 2 books indicate that pupils are working below age-related expectations, which does not match assessment information.
- Writing progress is slow across most classes, particularly for boys and for disadvantaged pupils. This indicates that a significant number of pupils are underachieving considerably.
- Inappropriate progression of challenge across the week's activities in mathematics means that tasks are not building coherently on prior learning. Therefore opportunities for further challenge or consolidation are not being identified, which is slowing the pace of learning. This is particularly true for the most able pupils and those who are struggling to catch up.
- There is a more positive picture in key stage 1, where stronger progress is evident in most classes. The 2016 end of key stage 1 assessments, which have been externally monitored by the local authority, show that pupils are likely to be in line with national expectations.
- Because of inconsistencies in marking and feedback, progress is variable, particularly across key stage 2. Feedback is not used effectively to support progress.
- Boys are not engaging with the curriculum as well as girls. Most pupils who display poor behaviours in class are boys. This is having a negative impact on the progress of boys in particular across key stage 2.
- Leaders do not track the progress of disadvantaged pupils or other groups; therefore they do not have current information on how these groups are progressing. Historical information shows that all groups are making inadequate progress, including disadvantaged pupils, the most able pupils and those who have special educational needs and/or disabilities.

Early years provision

Inadequate

- Leaders are not checking that the assessment information on entry to the Nursery is accurate. Too many children are being assessed as being below where they should be, and this is giving a baseline which is not accurate. Information about starting points and rates of progress is therefore not reliable.
- The pace of learning is too slow. In one phonics lesson, children were being introduced to the second sound after three weeks. This is not helping the most able children to develop early reading skills quickly enough.

- Opportunities to support independent learning are not being used effectively. For example, children were invited to come and make a map, but there were no examples of what a map was. In the outdoors, children are provided with paper and pens, but no examples of letters or words with which to support their writing. Some children were attempting to write their names, but did not have any resources which could help them. Not enough support for early reading, writing and communication skills is being planned into the outdoors.
- The inside learning environment is too variable. Children in the Nursery room have limited learning opportunities, because teachers have not given sufficient thought and time to planning the environment. The area is uninspiring and neither invites learning nor stimulates pupils to investigate and learn more. As a result, progress in the Nursery class is limited, particularly for the most able pupils.
- The early years leader is tracking the progress of individual children in her class. However, she is not aware how different groups are progressing because this information is not being evaluated.
- Children demonstrate positive attitudes to learning; they share and cooperate with each other. Relationships between pupils and staff are warm and positive. Behaviour is good.
- Parents are positive about the strong transition arrangements in place to support pupils entering key stage 1. They feel that their children are happy and well settled.

School details

Unique reference number	140403
Local authority	Rotherham
Inspection number	10019699

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	Interim executive committee
Chair	Rob Allsop
Headteacher	Hedd Williams
Telephone number	01709 570 727
Website	www.brookfield-academy.org
Email address	office@brookfield-academy.org
Date of previous inspection	Not previously inspected

Information about this school

- The school does not comply with DfE guidance on what academies should publish about admission arrangements, examination and assessment results, the school curriculum, information on pupil premium funding, information on physical education (PE) and sports funding, how parents request paper copies of information available on the website, or governor information.
- Since becoming an academy in January 2014, there has been significant turbulence at the school. The initial academy sponsor left in May 2015. Wakefield City Academies Trust (WCAT) were then asked by the regional schools commissioner to take over the school. WCAT put in a temporary headteacher from May 2015 until November 2015, when the position was made permanent. WCAT officially took over the school from August 2015.
- A significant number of teachers and support staff left the school in July 2015 and some throughout 2016, adding to high levels of staff absence. Leaders are still struggling to recruit a full complement of high-quality teachers and secure middle

leadership positions. This has had a significant impact on the school's capacity to improve.

- The school is around the average size for a primary school and serves an area of high deprivation.
- The proportion of pupils known to be eligible for pupil premium funding is above that seen in most schools.
- The majority of pupils are from a White British background.
- The proportion of pupils with identified special educational needs is below that seen nationally.

Information about this inspection

- Inspectors observed teaching and learning in every class. Two lessons were observed jointly with the headteacher.
- A small sample of books and topic folders were scrutinised from work completed during the previous academic year, alongside workbooks that pupils are currently working in.
- Meetings were held with the headteacher, senior and middle leaders, the academy's development leader, two directors who are going to become members of the interim executive committee, a range of the academy trust leaders and the interim chief executive officer for Wakefield City Academies Trust.
- Inspectors scrutinised a range of documentation including the academy self-evaluation and the school development plan.
- Inspectors took account of the 12 responses to Parent View and interviewed a range of parents before and after school.

Inspection team

Janet Lunn, lead inspector	Her Majesty's Inspector
Sean Smith	Ofsted Inspector
Tracy Fulthorpe	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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