

# Brookburn Community School

## Inspection report

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<b>Unique Reference Number</b>	105414
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377240
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Kathleen McArthur

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Torben Steeg
<b>Headteacher</b>	Schelene Ferris
<b>Date of previous school inspection</b>	26 March 2007
<b>School address</b>	Brookburn Road Chorlton-Cum-Hardy Manchester M21 8EH
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## Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 16 teachers, held meetings with groups of pupils, members of the governing body, and staff, and met parents and carers informally. They observed the school's work, and looked at safeguarding procedures and documents including school and national pupil progress data, policies, development plans, local authority reports and samples of pupils' work. Questionnaires from staff and pupils and the 158 returned by parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school tackles any inconsistencies in attainment and progress, especially in writing for higher attaining boys.
- The way pupils are involved in the assessment of their learning so they know how to improve their work.
- The way the curriculum inspires high quality learning and provides memorable experiences.
- How effectively leaders and managers at all levels contribute to school self evaluation and planning for improvement.

## Information about the school

The school is much larger than most primary schools. About two thirds of pupils are of White British heritage. Others are from different minority ethnic groups, the largest of which is Pakistani. A few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. The number of pupils with a statement of their special educational needs/and or disabilities is much lower than average. Since the last inspection, the school building has been substantially remodelled and extended, and the number of pupils has increased significantly. The school holds Healthy School Gold status and has gained various other awards, including International Schools.

A private provider, BOSH offers before and after school provision on the school site. This provision is inspected separately and receives a separate report which is available on the Ofsted website.

**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

Pupils flourish academically and socially in this outstanding school because they are happy, feel safe and receive excellent care, guidance and support. The very rich curriculum provides exciting and memorable experiences that successfully engage them in all aspects of school life. Behaviour is excellent and attendance is very high. In their questionnaires, parents and carers say how very much their children enjoy school.

Achievement is outstanding and attainment is well above average. Children make an excellent start in the Early Years Foundation Stage. Teaching is of a consistently high standard throughout the school, 'Teachers make work fun', is a typical pupil comment. Carefully planned, imaginative tasks challenge pupils of all abilities, capture their enthusiasm and build on their positive attitudes. All groups of pupils progress well, and those with special educational needs and/or disabilities and pupils who speak English as an additional language make excellent progress in relation to their starting points and capabilities. This is due to the very well-targeted, sensitive support they receive. Well above average reading skills support learning in all subjects. In Key Stage 2, very minor inconsistencies in progress in writing are rapidly reducing. Effective strategies to engage boys in writing, such as the recent 'space' theme are rapidly and securely boosting attainment. Pupils' writing usually features interesting and lively vocabulary, but sometimes, errors in punctuation, sentence construction and variable handwriting detract from the overall quality.

High quality assessment systems rigorously track the progress of every group of pupils and provide clear information from which staff set challenging individual targets that pupils strive to achieve. Pupils 'self-assess' their work, and sometimes that of others. They know what to do to reach the next level. They say teachers' written comments are very helpful. Higher attaining pupils and those who are gifted and talented are inspired to aim and attain even higher through additional challenges in the rich curriculum and activities in partnership with local schools.

Leaders, managers, the governing body and staff form a strong team, dedicated to implementing and realising their vision for on-going improvement. Searching self-review procedures result in sharply focussed improvement plans; the school knows exactly what it needs to do to attain challenging goals. Rigorously implemented strategies have successfully improved all aspects of provision and fully overcome issues for improvement identified in the previous inspection report. The school

demonstrates an outstanding capacity for sustained improvement, and gives excellent value for money.

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

- Embed strategies to further raise the quality of writing, particularly for higher attaining boys, by:
  - ensuring that all pupils make even better and consistent progress through Key Stage 2, especially in writing
  - improving punctuation, spelling, handwriting and sentence construction.

## Outcomes for individuals and groups of pupils

<b>1</b>
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High quality relationships, excellent behaviour and co-operative, positive attitudes are evident throughout the school, showing pupils' enjoyment of learning. This contributes very strongly to good and frequently better progress. They are always enthusiastic in class, rise to their challenges, concentrate and work hard.

Children join the Early Years Foundation Stage with skills that are generally in line with age-related expectations. School and national data show well above average attainment when pupils leave Year 6. The work in pupils' books shows that all groups of pupils make at least good progress in each year and in all subjects, with some very minor inconsistencies in writing in Key Stage 2. Literacy and numeracy skills are developed very effectively across the curriculum. Writing reports in science or calculating food ration quantities in the Second World War in history, are good examples. Pupils are fluent readers and articulate their thoughts and ideas with ease and confidence. They use imaginative vocabulary when explaining ideas and answers, and to make their writing interesting. Spelling, punctuation, handwriting and sentence organisation are a little weaker and this occasionally detracts from their otherwise very well expressed ideas.

Outstanding spiritual, moral, social and cultural development is seen in pupils' enjoyment and appreciation of the wider world and in their reflective approach to issues and life choices. They demonstrate a keen sense of right and wrong and treat others considerately. Older pupils enjoy taking on a wide range of responsibilities such as by becoming 'Brookies' who look after the younger ones. The 'Intergen' project extends pupils' understanding of different needs by enabling them to meet senior citizens and people with disabilities. Pupils say bullying is not a problem and they trust staff to listen and help them. Pupils feel safe in school. They know the school site is secure and say 'strangers definitely can't get in'. They demonstrate good understanding of personal safety on the roads, around water and when using the internet. Pupils sell fruit at playtime, know which foods are healthy, and participate keenly in physical and sporting activities. The school and eco-councillors take their roles very seriously indeed. School councillors contributed eloquent, well-reasoned opinions in an extremely mature discussion about creating a 'Parking Charter'. Pupils' awareness and respect for other life styles and cultures is enhanced by activities with other schools and global links, often fostered through exciting

internet 'blogs'. Outstanding personal and social skills, high academic standards and attendance levels give pupils an excellent basis for their future economic well-being.

*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>	1
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	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Particularly strong features of teaching are: very good relationships; excellent subject knowledge that inspires and challenges pupils of all abilities; the very effective use of resources including information and communication technology (ICT) and the highly effective support of very skilled teaching assistants. 'We learn a lot', and 'There's something new each day' are typical pupil comments. Well targeted additional support has boosted reading skills, and ensures pupils with special educational needs and/or disabilities and those who speak English as an additional language make excellent progress. Very good use of high quality assessment and tracking systems enable staff to set challenging targets, plan interesting yet demanding tasks and target extra help. Work is marked thoroughly. Pupils say teacher's written comments show them how to improve their work to reach their targets.

The broad, balanced curriculum provides very rich and memorable learning through sporting and cultural experiences; these contribute extremely well to pupils' academic and personal development and to their sense of well-being. Pupils assess how much they have learnt at the end of each topic against their 'knowledge grids', a system that has successfully extended learning for gifted and talented pupils. Careful adaptations ensure that pupils with special educational needs and/or disabilities and those who speak English as an additional language are fully involved in all learning activities with their classmates. Families are invited to participate in curriculum activities during 'FAB' (Fun at Brookburn) days or 'Come dine with me' events. Visits out of school, visitors and a very wide range of popular extra-curricular clubs enrich pupils' experience beyond the classroom very effectively.

Recent refurbishments have greatly enhanced the welcoming, well maintained school environment. Commitment to high quality outcomes for all groups of pupils is deeply

<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

embedded. Staff know pupils extremely well, and utilise highly effective monitoring and evaluating procedures to ensure provision is sensitively and appropriately directed. Any pupils who may be vulnerable because of their circumstances are supported extremely well, and there are very strong links with all external professional agencies. Excellent induction and transition arrangements ensure that pupils move confidently between classes and on to the next stage of their education.

*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?

Senior leaders and managers, staff and the governing body share a clear vision for on-going improvement; there is no complacency. Sustained, significant improvements in all aspects of provision since the previous inspection are the result of high aspirations, and challenging staff performance management targets. Staff lead professional development and share good practice with other schools. The governing body brings experience, expertise and active involvement that enable it to make an excellent contribution, provide knowledgeable support and challenge rigorously. It produces a half-termly newsletter for parents and carers and is developing a communications policy in response to the recent survey of parents' and carers' views.

Pupils receive strong support from their parents and carers. The school builds on this by seeking and responding to parents' and carers' views, and making every attempt to keep them well informed. Formal parent/teacher consultations are held termly, as well as information evenings on phonics, for example, plus newsletters, texts, emails and annual reports. Clear, accessible channels enable parents and carers to communicate with staff by using the school 'blog' or the regular 'Come dine with me' occasions. Despite these very comprehensive channels of communication, however, a small minority of parents and carers feel they would welcome even more information and opportunities to interact with the school. Excellent partnerships have extended pupils' experiences in ways the school alone cannot. For example, pupils meet and share ideas and activities with other school councils and there are strong links with the local high school.

Excellent promotion of equal opportunities ensures there is no discrimination and all groups achieve well and participate fully. For example, the participation of different pupil groups in additional activities is carefully monitored and analysed to ensure they are all fully involved. Good safeguarding arrangements and health, safety and risk assessments ensure pupils and users of the building are always safe and secure. Child protection training is up-to-date, procedures are understood, and policies and practice are kept under careful review. Outstanding community cohesion ensures the school has a very clear understanding of its own community and pupils learn, play and care for each other very happily and harmoniously. The internet 'blog' enables

them to interact with pupils in Britain and around the world, sharing their learning and experiencing different lifestyles and cultures at first-hand.

*These are the grades for the 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>1</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>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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When they enter the Nursery, children's skills are generally typical for their age, with strengths in oral and personal skills. Outstanding care and welfare arrangements ensure they settle happily and feel very safe and secure in the warm, welcoming atmosphere. Children are eloquent, enthusiastic and engaged by their learning so that they make excellent progress. By the end of their time in reception, the majority are working well above the expected levels, particularly in language and mathematical skills and in their personal and social skills.

Very strong, supportive relationships ensure children behave extremely well and happily share and use equipment carefully. They have an excellent understanding of how to keep themselves safe and healthy, for example, they line up sensibly to wash their hands before eating. The environment is highly stimulating and very well planned, particularly the large shared space indoors, prompting the children to investigate and explore. Children love working outside, where staff make full use of all available resources. Reception class children stopped riding their bikes to study the 'No Entry' road sign, saying 'T is a tricky letter!' Excellent teaching provides an exciting and imaginative curriculum. The well balanced mix of adult led and child chosen activities is greatly enriched by a wide range of visitors and visits. Staff make learning fun. For example, nursery children enjoyed saying 'fish' and 'chips' in turn in an early mathematical game in which they learned repeating patterns.

High quality home-school liaison and strong support from parents and carers makes a significant impact on children's learning and well-being. Sharing an activity with their child each morning makes the transition between home and school smooth and seamless. Outstanding leadership and management ensure rigorous assessment is used to plan stimulating activities that meet the unique needs of each child. The skilled team of staff shares a strong focus on improving provision and progress in all areas, ensuring all resources are deployed outstandingly well.



*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

**Views of parents and carers**

A well above average proportion of parents and carers returned questionnaires, and the very large majority of their responses were positive. In particular, parents and carers said how much their children enjoy school, are safe and making enough progress. Parents and carers were also very positive about the quality of teaching and how effectively the school deals with unacceptable behaviour. Overall, they are very pleased with their child’s experience at school.

A small minority of parents and carers feel they do not receive enough information about progress, they are not helped to support learning and their suggestions are not taken account of. Inspectors looked into these points in detail. Information about pupils’ progress is provided regularly in pupil reports and at consultation meetings held three times a year. Guidance to help parents and carers support learning is provided through information evenings and reports. Parents’ and carers’ suggestions are sought and considered by the school and the governing body through formal consultation and informally at the beginning and end of the school day.

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

Ofsted invited all the registered parents and carers of pupils registered at Brookburn Community 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	61	60	38	1	1	0	0
The school keeps my child safe	102	65	55	35	1	1	0	0
The school informs me about my child's progress	35	22	88	56	20	13	7	4
My child is making enough progress at this school	48	30	84	53	16	10	2	1
The teaching is good at this school	63	40	81	51	3	2	0	0
The school helps me to support my child's learning	52	33	75	47	22	14	4	3
The school helps my child to have a healthy lifestyle	61	39	86	54	10	6	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)	55	35	75	47	5	3	0	0
The school meets my child's particular needs	46	29	86	54	16	10	2	1
The school deals effectively with unacceptable behaviour	61	39	77	49	5	3	2	1
The school takes account of my suggestions and concerns	38	24	75	47	22	14	3	2
The school is led and managed effectively	47	30	80	51	14	9	3	2
Overall, I am happy with my child's experience at this school	68	43	76	48	4	3	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



21 November 2011

Dear Pupils,

### **Inspection of Brookburn Community School, Manchester, M21 8EH**

Thank you all for the very friendly welcome you gave us. Special thanks go to the children who talked to us at lunchtime and to the school council. We were very impressed with your politeness and excellent behaviour; you are very good ambassadors for your school. Your parents and carers are pleased that you enjoy school. What a busy time you have at Brookburn! We enjoyed watching the Reception class talking about the festival of Diwali, hearing the steel drums playing before Golden assembly and listening to the rock group playing and singing 'Twist and Shout'. The School Council are busy planning a Parking Charter to improve safety and the Eco councillors make sure you recycle as much as possible.

Brookburn is an outstanding school. You get an excellent start in the Early Years Foundation Stage. The school has excellent leaders, managers, teachers and governors who care for you all extremely well and keep you very safe. Your hard work and enthusiasm mean that you make good progress and reach standards well above those expected for your age. The curriculum provides exciting experiences and activities, and we know you are very keen to attend all the different clubs.

Your writing has improved, especially boys' writing. To make it even better, we have asked the school leaders to:

- make sure you progress consistently well in writing in Key Stage 2
- help you improve spelling, punctuation, handwriting and the way you organise sentences.

We know you will help by working hard, and enjoying everything you do at school. We send you all our very best wishes.

Yours sincerely,

Kathleen McArthur  
Lead inspector

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