

Inspection of a school judged good for overall effectiveness before September 2024: Brookfield Primary Academy

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

Inspection dates:

22 and 23 October 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The principal of this school is Rachel Townsend. This school is part of the LEO Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Phillip Hedger, and overseen by a board of trustees, chaired by Dean Clark. There is also an executive director of education, Shareen Wilkinson, who is responsible for this school.

What is it like to attend this school?

Pupils at this school flourish in a warm and nurturing environment. Staff value and support them every day. Pupils know that adults in school care about them. Any concerns are addressed swiftly and thoughtfully. This creates an environment where every pupil feels safe, happy, and fully supported.

Pupils' behaviour is excellent, in class and around the school. They listen carefully to their teachers, follow instructions, and stay focused during lessons. Disruption to learning is rare because pupils know what is expected of them, and they want to do their best. Pupils are respectful, creating a calm and positive school atmosphere.

The school has high expectations for every pupil and a clear vision to help them to achieve their best. Leaders and staff believe every pupil deserves an excellent education. They work hard to ensure that pupils achieve well. They do this through a well-structured curriculum that challenges and engages pupils. Pupils successfully learn the skills and knowledge that they need to succeed. As a result, pupils achieve excellent outcomes.

The school helps pupils to develop their leadership skills so that they can be trusted to take on important roles and responsibilities in the school community. Pupils become

learning ambassadors, digital leaders, or sports captains. They experience democracy first-hand as they elect their school council representatives.

What does the school do well and what does it need to do better?

The school's curriculum has been carefully designed to help all pupils to develop an excellent understanding of the subjects that they study. Its structure builds skills and knowledge step by step. For example, in history, pupils learn about historical periods such as the Stone Age and the Anglo-Saxons in order. This helps them to understand the chronology of events and to make contrasts and connections. The curriculum emphasises the development of pupils' language and vocabulary. For example, in computing, pupils show deep understanding of the concepts of 'algorithm' and 'debug'. Similarly, in science, pupils accurately use subject-specific vocabulary like 'solvents' and 'mixtures.'

Pupils at this school learn key skills and knowledge early in their education, setting them up for success. From when they start in early years, children receive expert phonics teaching. Those who need extra help with phonics are well supported and catch up quickly. As a result, most pupils can read fluently by the end of Year 2. Children in early years also develop a strong understanding of number. This strong foundation leads to excellent outcomes in mathematics. When pupils reach Year 6, they can tackle complex calculations with confidence.

Pupils with special educational needs and/or disabilities (SEND) also learn the curriculum very well. Staff use their precise understanding of the needs of pupils with SEND to provide tailored support. They provide clear expectations for pupils about how to complete work and use a range of resources, including technology, to help them to build their knowledge effectively.

Staff deliver the curriculum so that pupils understand new concepts deeply. They use effective strategies to help pupils understand and then practise applying new knowledge. For example, well-selected tasks and resources enable Year 3 pupils to securely understand farming techniques commonly used in the Stone Age and make comparisons with other aspects of their learning. Teachers check pupils' understanding, making sure that they clear up any confusion quickly. The school uses assessment information well to help all pupils succeed.

Pupils attend school regularly. They look forward to the exciting learning each day brings. In very rare instances where absence becomes a concern, the school works closely with families to improve attendance.

The school offers many excellent opportunities for pupils' personal development beyond the academic curriculum. Pupils are exceptionally well prepared for life in modern Britain. They learn about democracy and respect through the pupil parliament, where they discuss and share their ideas. The school celebrates different cultures and events, such as Black History Month and European Languages Day. These events help pupils to understand and respect diversity. Pupils develop their talents by joining a wide range of clubs and sports teams, as well as taking part in musical performances. The school

ensures that disadvantaged pupils and those with SEND are fully included in these activities.

Leaders work hard to keep improving the quality of education. They make sure that teachers have the right training and support to help pupils to learn well. Leaders also find ways to streamline systems and processes, and to reduce staff workload.

The trust plays a key role in ensuring high standards across the school. It provides strong support to both leaders and staff. The local academy committee works diligently to oversee the school's progress. Together, they challenge leaders to continue raising standards. Through the combined efforts of leadership at all levels, pupils have access to a high-quality education, additional support when needed, and a wide range of personal development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in July 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143628
Local authority	Sutton
Inspection number	10346037
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	438
Appropriate authority	Board of Trustees
Chair of trust	Dean Clark
CEO of the trust	Phillip Hedger
Principal	Rachel Townsend
Website	www.brookfieldprimary.com
Dates of previous inspection	4 and 5 July 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of LEO Academy Trust.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the CEO, principal, and other members of the senior leadership team.
- The inspector also met with the chair of trustees and other members of the board of trustees, as well as members of the local academy committee.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also considered the views of parents through their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024