

Inspection of a school judged good for overall effectiveness before September 2024: Brook Field Primary School

Cartwright Drive, Shaw, Swindon SN5 5SB

Inspection dates:

11 and 12 March 2025

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 headteacher of this school is Rachel Taylor. This school is part of The Blue Kite 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), Gary Evans, and overseen by a board of trustees, chaired by Pauline Miller.

What is it like to attend this school?

Pupils at Brook Field Primary school are immersed in a culture of aspiration and shared success. The school has designed an ambitious and stimulating curriculum that opens pupils' eyes to the world around them. Staff have high expectations for all. These are realised. Pupils have a high level of commitment to their learning.

Pupils attend well and are safe. They trust staff to support and guide them. Pupils know that staff will help them if they have any worries. Pupils behave well. Adults model positive relationships to pupils. The main playground is a hive of activity. Pupils socialise well and get along together. Other outside areas give pupils the chance for periods of calm.

School councillors and house captains take pride in their leadership roles. Through these roles pupils develop a sense of responsibility. All pupils benefit from the many exciting opportunities the school offers. For example, pupils participate in civic art and history exhibitions, which build a sense of citizenship and agency.

Pupils have rich and varied opportunities to develop their wider talents and interests, through a wealth of clubs. They benefit from visitors to school, such as athletes and authors, who inspire them and enhance their learning.

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

The school's curriculum is exceptionally well-constructed in many subjects. It is designed to meet the needs of pupils at this school as well as providing challenge to those who have secured their learning. Staff support pupils to talk about their thinking and reasoning. This helps pupils build confidence and independence. Overall, published outcomes reflect this and are highly positive.

Where elements of the curriculum required strengthening, leaders have acted swiftly to address gaps in learning. For example, the school has ensured that the way that multiplication is taught is explicit and deliberate. As a result, pupils use this knowledge when solving complex mathematical problems.

Children make a strong start in early years. Clear expectations and routines help them to settle in quickly. Children learn to read as soon as they start school. Staff use consistent strategies to help pupils learn new sounds quickly. Pupils who fall behind are supported to catch up quickly. As they progress, pupils read with increasing fluency and comprehension. The books staff read to pupils make links with other subjects. This helps deepen pupils' learning. Pupils have well-established reading habits. Classrooms feature a wide selection of reading material designed to appeal to different key stages.

Across the curriculum, the majority of staff use their subject knowledge to motivate pupils, matching learning accurately to pupils' needs. This helps most pupils to learn and remember the most important content in the curriculum. Pupils develop a depth of knowledge over time and are well prepared for secondary school

The needs of pupils with special educational needs and/or disabilities (SEND) are identified accurately. Staff make careful adaptations to meet these needs. Pupils learn the same ambitious curriculum as their peers. The school works with parents and external agencies to secure the best support for pupils with SEND. They achieve well.

Staff apply the behaviour policy consistently and sensitively. Pupils take pride in their work and understand why it is important to do their best. Pupils are polite and considerate of one another and staff. Classrooms are calm and orderly. The school promotes the importance of attendance to parents and carers as soon as their children join the school. The school tracks attendance closely. Prompt and decisive action is taken where attendance is a concern. As a result, pupils' attendance is high, and rates of persistent absence are low.

The development of pupils' characters, confidence and resilience is part and parcel of 'The Brook Field way' and the personal development offer. Pupils participate in a wide variety of trips and visits. For example, pupils appreciate visits to museums to deepen their understanding of history. Pupils have a sophisticated understanding of the fundamental British values. They know the importance of democracy and the rule of law. Pupils know what healthy relationships are and know what it means to be a good friend.

Staff acknowledge that leaders are supportive of their workload and well-being. The trust and the local governing body know the school, its staff, pupils and the community well. They have considerable knowledge and expertise, which allows them to fulfil their roles effectively.

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. The predecessor 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 predecessor school, Brook Field Primary, to be good for overall effectiveness in June 2017.

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	147755
Local authority	Swindon
Inspection number	10344834
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	Board of trustees
Chair of trust	Pauline Miller
CEO of the trust	Gary Evans
Headteacher	Rachel Taylor
Website	www.brookfieldprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Blue Kite Academy Trust.
- There is a school-run breakfast club.
- The school uses no 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 headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, members of the local governing body, the CEO and the chair of the board of trustees.

- 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 considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspector also considered responses to the staff survey.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

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