

Inspection of Brookfield School

Fouldrey Avenue, Poulton-le-Fylde, Lancashire FY6 7HE

Inspection dates: 22 and 23 March 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and thrive at Brookfield School. They talked with enthusiasm about the different activities that they enjoy, including outdoor education, sport, music and horse-riding. A wide range of worthwhile school trips, including the zoo, museums and residential visits, are a regular part of school life.

Pupils feel safe in school. The secure relationships that they have with staff help them to feel valued and cared for. Pupils said there is always an adult they can talk to about their opinions, ideas or worries. Pupils' behaviour is excellent. They live up to staff's high expectations. Pupils explained that staff help them to learn how to manage their own behaviour and emotions. Pupils said that staff deal with bullying effectively.

Pupils' attitudes to learning are exceptional. Pupils respond very well to the school's reward systems. Teachers have high expectations of the achievement of all pupils. They shape the curriculum carefully to meet the special education needs and/or disabilities of every pupil. Brookfield School is a calm, caring and supportive environment where pupils engage well in all learning activities and achieve highly.

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

Pupils study a broad range of subjects. The curriculum is ambitious and constructed to meet the individual needs and interests of pupils. Leaders and staff make certain that the curriculum is of equal quality across the school's two geographically separate sites. As a result, pupils achieve well.

In most subjects, teachers ensure that pupils learn the necessary key knowledge that they need to move on to the next stage of learning. This is because subject curriculums are carefully designed. Teachers focus on developing pupils' vocabulary. Teachers also revisit key concepts to ensure that pupils know and remember more. Several pupils have missed a considerable amount of education before they joined the school. They often have big gaps in their learning. Teachers use assessment procedures effectively to identify missing knowledge. Pupils receive the help and support that they need and catch up quickly with their classmates.

In a small number of subjects, the curriculums are not as well established. Furthermore, some subject leaders are new to their role and in the process of developing their subject expertise. As a result, the curriculums in these subjects are not delivered as well as they could be.

Leaders have introduced a whole-school approach to promoting reading for pleasure, as well as improving pupils' vocabulary, accuracy and fluency across all subjects. Pupils read with an adult and also enjoy independent reading. Staff have been trained in the use of phonics to support weaker readers to catch up quickly. A new library has been created which is supporting pupils to read more often.

Pupils' behaviour is outstanding. They want to learn, and they are proud of their many achievements. Pupils respond extremely well to the school's behaviour and reward system. The strong relationships between staff and pupils help pupils to settle down quickly to learning. Staff know every pupil very well and intervene swiftly if a pupil needs additional support. Staff are highly skilled in helping pupils to manage their own behaviour. Consequently, low-level disruption is rare.

Leaders' and staff's work to promote pupils' personal development is successful. Pupils take an active part in the development of the school. For example, the student council were the driving force in improving the school building and the use of scooters at breaktimes. The curriculum for personal, social and health education (PSHE), alongside weekly assemblies, develops pupils' tolerance and respect for different faiths and cultures. Pupils learn to debate and listen to one another. They can discuss different views and opinions in a considered way.

Careers education and guidance is threaded through each subject area. Pupils learn about career opportunities, for example in science or the arts. Pupils move successfully to local colleges and training providers to continue their education. Although pupils receive information from providers about post-16 options, leaders have recognised that they would like pupils to know more about apprenticeships and work-based learning.

Leaders go above and beyond in their work with parents and carers. Strong, positive relationships with parents and pupils are a key foundation of the school's success. Pupils have a settled start to the day, as staff whom they know well transport them to school. Form tutors communicate regularly with parents about pupils' achievement and well-being.

Governors have the necessary skills and commitment for undertaking their roles. They understand their responsibilities. Governors support, challenge and hold leaders to account effectively for the work of the school.

Staff appreciate the support that they receive from leaders. They said that their workload is manageable. Staff work together well to ensure all pupils become independent, confident and resilient young people, ready to take their next steps in life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carefully consider any information about pupils' attendance, behaviour or personal circumstances that may indicate a cause for concern. Staff refer any safeguarding concerns swiftly to leaders at the school. Leaders ensure that pupils receive the help that they need, including through any referrals to the local authority.

Leaders ensure that staff complete regular training to understand the many possible

safeguarding issues that pupils may encounter. Leaders and staff teach pupils how to keep themselves safe and manage their mental health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculums in a small number of subjects are relatively new and in the early stages of implementation. Some subject leaders are new to their roles and they have had less influence on supporting staff to deliver these curriculums. This means that pupils do not learn as well in these subject areas as they do in others. Leaders should ensure that new subject leaders are supported to implement the new curriculums so that pupils' learning is consistent across subjects.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

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.

School details

Unique reference number	119895
Local authority	Lancashire
Inspection number	10212233
Type of school	Special
School category	Community special
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Maria Taylor
Headteacher	Rob Brocklebank
Website	www.brookfieldschool.co.uk
Date of previous inspection	13 and 14 November 2019, under section 8 of the Education Act 2005

Information about this school

- The number of pupils on the school roll has increased from 68 to 72.
- The school operates across two sites. The Poulton site caters for pupils in key stage 3. Pupils in key stage 4 are taught at the Fleetwood site.
- Leaders do not use alternative provision for pupils.
- The school caters for pupils with an education, health and care plan mainly for the following needs: autism spectrum disorder and social, emotional and mental health needs.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and

have taken that into account in their evaluation of the school.

- During the inspection, inspectors spoke with pupils about school life. They spoke with the headteacher, several other leaders and members of the governing body, including the safeguarding lead and the chair. They met with staff and had a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: science, mathematics, vocational education and PSHE. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke with the teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at the curriculum and spoke with leaders about other subjects.
- During the inspection, inspectors reviewed a range of documentation, including that in relation to safeguarding, pupils' behaviour and attendance.
- Inspectors considered responses to Ofsted Parent View. They also considered the responses to Ofsted's online questionnaire for staff. There were 30 responses to the pupil questionnaire.

Inspection team

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