Inspection of Brookfield Infant School

Swallow Road, Larkfield, Aylesford, Kent ME20 6PY

Inspection dates: 19 and 20 April 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

This school was last inspected seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils flourish at this inclusive and welcoming school. Staff have consistently high expectations. Pupils rise to these by working hard and acting on the guidance adults provide. They have a keen appetite for learning. As a result, pupils achieve well in most areas of the curriculum.

The support for pupils' emotional well-being is of a high quality. Pupils learn to identify how they are feeling and confidently share their emotions. They appreciate the support and guidance they get from adults. Pupils live up to the expectations of using 'kind words, kind feet and kind hands' well. They are considerate to one another, and this creates a harmonious environment where pupils feel safe.

Pupils are proud of the range of responsibilities they have, such as being assembly monitors. The elected school council members are keen to make a difference by raising awareness of air pollution. Pupils raise funds for local and national charities important to them, like the Born Free Foundation. Participation in clubs, including musical theatre and computing, is high for all.

Parents are full of praise for the work of the school. One parent, summing up the views of many, said, 'Every child is given the opportunity to thrive.'

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

Personal development is exceptional, and provides a springboard for pupils' future lives. The school's 'learning characters', such as 'Exploring Eagle', encourage key attitudes and values including respect, motivation and independence. In forest school, pupils develop resilience as well as learning to play safely outdoors. Pupils appreciate and celebrate difference. They are curious to learn about other faiths and festivals, such as Diwali. Pupils understand the importance of physical exercise and eating a balanced diet. They are encouraged to be active during breaktimes.

Leaders ensure every pupil receives an ambitious curriculum. They have identified the essential knowledge pupils are to learn and when. Leaders carefully track pupils' progress across the curriculum and provide pupils at risk of falling behind with tailored support. Pupils with special educational needs and/or disabilities (SEND) are quickly and accurately identified. Staff are well trained to support pupils needing extra help. As a result, teachers make appropriate adaptations to ensure that pupils with SEND access the planned curriculum.

Reading is at the heart of the curriculum. Staff foster pupils' love for reading early on. High-quality texts are used well across the curriculum and encourage pupils to read a range of stories and authors. Initiatives such as 'RED TED' are highly effective and encourage pupils to read regularly at home. Phonics is expertly delivered by well-trained staff. The programme begins as soon as children start in the early years. Pupils read books carefully matched to the sounds they know. Those who need extra

help to keep up are skilfully supported, and this includes support for their parents to help them. As a result, pupils learn to read with fluency and comprehension.

Staff have strong subject knowledge in most areas of the curriculum. They provide pupils with well-chosen tasks that make sure learning sticks. In these subjects, pupils regularly revisit skills, and this forms an important basis for future learning. For example, in English, teachers provide opportunities in tasks for pupils to practise important punctuation and grammar skills. As a result, pupils from early years onwards produce high-quality writing across the curriculum. However, in a small number of subjects, teachers do not have such strong subject knowledge. They do not always choose activities that encourage pupils to recall prior learning to ensure this has transferred into their long-term memory. Consequently, pupils do not necessarily recall what they have learned in these subjects.

Pupils' behaviour is exemplary. They take great pride in their work and concentrate well on their learning. This begins in the early years, where the youngest children are encouraged to focus for sustained periods on their activities. Here, they learn the school routines quickly and proudly take care of their environment. They share resources and play cooperatively with their peers.

The school is well led and managed. Leaders at all levels have worked effectively to ensure there is consistency across the curriculum for pupils at this school, and continuity as they move to the junior school in the federation. Staff are well supported and value the training they receive. They share leaders' determination to provide a high-quality education for all and are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe and can identify their trusted adults. They have an age-appropriate understanding of online safety and know what to do if anything concerns them.

Leaders have created a culture of safeguarding. They ensure that staff are well trained to identify the signs of concerns and to report these swiftly. Record-keeping is thorough. Leaders act tenaciously if there are concerns about a pupil's safety. They work effectively with external agencies to ensure pupils and their families get the help they need. Leaders ensure there are robust processes for the safer recruitment of adults working in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' subject knowledge and pedagogical choices are not consistently strong across the foundation subjects. Teachers do not always plan activities that ensure pupils transfer knowledge into their long-term memory. Leaders need to ensure that staff know how best to help pupils understand and remember what they are taught.

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' 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	118484
Local authority	Kent
Inspection number	10256302
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Colin Langford
Headteacher	Cathy Smith
Website	https://flourish-federation.secure-primarysite.net/
Dates of previous inspection	22 and 23 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- The governing body operates jointly across the infant and junior schools in the federation.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors spoke to the safeguarding lead and scrutinised a wide range of information, including a selection of the school's records. They also spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff's responses to Ofsted's online questionnaire.

Inspection team

Laura James, lead inspector	His Majesty's Inspector
Caroline Clarke	His Majesty's Inspector

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