

Brookfield Primary School

Address: Burlington Avenue, Langwith Junction, Mansfield, Nottinghamshire, NG20 9AD

Unique reference number (URN): 112619

Inspection report: 15 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	     
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Personal development and wellbeing

Expected standard 

Personal development and wellbeing are strengths of the school. Leaders place a clear focus on helping pupils feel safe, happy and included. Staff know pupils well and provide support that meets their individual emotional needs. Leaders use a range of approaches to help pupils develop confidence, resilience and improve their emotional wellbeing. Leaders remove financial barriers that might prevent pupils from taking part in school life. As a result, disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and pupils known to social care take part in trips, residential visits, clubs and leadership opportunities alongside their peers.

The school provides a broad programme for personal development. Pupils learn about healthy relationships, staying safe, physical and mental health and risks they may face online and offline. Assemblies and lessons help pupils understand equality, diversity and the importance of respect for others. Leaders respond to issues that affect the local community. Leaders work with a range of external organisations, such as the police. This helps pupils develop their social, moral, spiritual and cultural understanding.

Pupils make a positive contribution to school life. They take on roles such as 'Smilers Ambassador' or playground leader. Older pupils value opportunities to help younger pupils. Pupils know who to talk to if they have worries. They say that bullying is rare and they trust adults to deal with concerns quickly. Pupils show respect for different people and families and feel that they belong to the school community.

The school offers a wide range of clubs and activities, such as choir, mindfulness, art and music. Leaders encourage all pupils to take part and they monitor participation carefully. They check that pupils with SEND, those who are disadvantaged and those known or previously known to social care, benefit fully from these experiences.

Needs attention

Achievement

Needs attention 

Too few pupils reach the expected standards in reading, writing and mathematics by the end of Year 6. Reading has been a particular weakness, and outcomes for disadvantaged pupils have also been too low.

Leaders understand these challenges and have taken action to improve outcomes. They have introduced daily reading, extra support groups, additional phonics teaching and new approaches to writing and mathematics. Pupils' books show that they revisit important learning and practise what they have learned.

There are signs that achievement is improving. More pupils now reach expected standards than in previous years. Gaps between disadvantaged pupils and their peers are also reducing. Pupils are better prepared for their next stage of education than in the past.

However, outcomes remain too low. Some pupils, including those with special educational needs and/or disabilities, do not make the progress they need to catch up.

Attendance and behaviour

Needs attention 

Overall, attendance remains low, and persistent absence remains high. As a result, too many pupils miss important learning and fall behind their peers. This affects too many pupils, including pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care. Leaders know families well and work closely with them to improve attendance. They liaise with a range of professionals and access support from outside agencies. These actions have not yet led to enough improvement. Leaders do not give attendance a high enough priority in their improvement planning.

Pupils behave well around the school and enjoy positive relationships with staff. This is because leaders have introduced clear expectations and effective systems for recording and tracking behaviour. Leaders monitor concerns carefully and provide effective support for pupils, who need extra help to regulate their own emotions and interact positively with their peers. This work has reduced suspensions significantly. As a result, pupils enjoy social times. They take part and benefit fully from a range of activities during unstructured times. Staff deal with behaviour issues quickly and appropriately. This helps pupils feel safe and included.

Curriculum and teaching

Needs attention 

Since the previous inspection, leaders have improved the curriculum and the quality of teaching. As a result, pupils engage positively in lessons. Many talk enthusiastically about their learning and show interest in a range of subjects. However, many curriculum improvements are still new and variability in the quality of teaching remains. Many changes are not embedded and some are yet to show a positive impact on achievement across the school.

The curriculum is now organised in a logical way. Teachers build new learning on what pupils already know. In phonics, adults help pupils sound out unfamiliar words, read with confidence and understand what they read. In mathematics, pupils develop their understanding step by step. Pupils benefit from wider experiences, such as learning to play a musical instrument.

Teachers support pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils known or previously known to social care. Teachers adapt tasks, using a range of practical resources and approaches. This generally helps pupils to take part in lessons and access learning opportunities alongside their peers. However, this support is not consistently tailored to meet individual needs. This means that some pupils do not achieve as well as they could.

Early years

Needs attention 

Leaders have implemented a number of changes to the provision recently and there are encouraging signs that provision is improving. However, these changes have not been in place long enough to demonstrate a lasting impact on achievement. This is important because outcomes remain low. Only a small proportion of children achieve a good level of development by the end of Reception. This means that too many children start Year 1 without the knowledge and skills they need for the next stage of their education.

Children learn in a nurturing environment, where they feel happy and secure. Staff build positive relationships with children. Children understand routines, develop confidence and learn to cooperate and play with others. As a result, children take part enthusiastically in daily activities.

Staff support children's language and communication skills well. They introduce new vocabulary and encourage children to share their ideas. Staff promote physical development through a range of indoor and outdoor activities that help children develop balance, coordination and confidence.

The learning environment supports children to explore and learn through play. Many children access resources independently. Children begin to develop early reading and staff share nursery rhymes and key texts with children to develop their vocabulary.

Inclusion

Needs attention 

Leaders have created a calm and supportive environment, where pupils feel safe and valued. The school works closely with parents and carers and a range of external professionals. Leaders provide additional support for pupils, who are disadvantaged, those who are known, or previously known, to social care and for pupils with special educational needs and/or disabilities (SEND).

However, despite this additional support, many pupils do not achieve as well as they could. While interventions improve pupils' confidence, behaviour and wellbeing, they have insufficient impact on pupils' learning. Leaders do not target and track gaps in pupils' knowledge and skills precisely enough. This limits the progress many pupils make.

Leaders identify pupils' mental health and emotional wellbeing needs early. Staff use clear systems to spot concerns and arrange support. Many pupils benefit from a range of pastoral and therapeutic activities. These opportunities help many pupils build confidence, improve self-esteem and engage more positively with school life.

Leaders use additional funding to help remove barriers to learning. For example, they provide extra phonics support and healthy breakfasts for disadvantaged pupils. These actions have started to improve outcomes for some disadvantaged pupils.

Leaders know the school's strengths and weaknesses. They recognise that pupils' achievement remains too low. Since the previous inspection, they have improved behaviour, strengthened pastoral support and begun to develop the curriculum. They have also built positive relationships with the local community and worked closely with external partners to support improvement. These actions have helped create a caring and inclusive environment.

Leaders do not yet drive improvement quickly enough. School-improvement plans lack clear measures of success. This makes it difficult for stakeholders to evaluate the impact of actions. Some staff do not fully understand the urgency of improving attendance and achievement.

Governors share leaders' commitment to pupils and the local community. They fulfil their statutory duties regarding safeguarding. Although governors support leaders, they do not challenge them strongly enough about the pace of improvement. Systems to monitor the school's work and evaluate its impact are not robust enough. Governors have not yet secured the strategic planning, accountability and challenge needed to improve outcomes quickly enough.

Staff and parents speak positively about the school. Staff, including early career teachers, value the support they receive. Staff appreciate leaders' focus on wellbeing and workload. Staff describe working together as a team and operating like a family, where everyone looks after each other. Leaders provide useful training and professional development opportunities. Staff value the opportunity to network with other local schools and learn and share ideas. Parents feel welcome in school. They praise the communication and care that staff provide for families.

What it's like to be a pupil at this school

Pupils enjoy coming to this caring and welcoming school. They build positive relationships with adults and each other. Pupils feel safe and ready to learn. Pupils know who they can talk to if they have a worry. They trust staff to listen and help them.

Pupils benefit from effective pastoral care. Staff provide extra support for pupils, who face challenges with their wellbeing, attendance or emotional needs. Pupils access a range of support, such as nurture groups and outdoor learning opportunities. Safe spaces help pupils regulate their emotions and return successfully to learning. As a result of this, many pupils feel valued and included.

Pupils behave well around the school. They play cooperatively at breaktimes and lunchtimes and enjoy the wide range of opportunities available to them. Older pupils take pride in helping younger children and pupils with additional needs. Pupils show respect for one another and understand the school's rewards and behaviour systems. They say that bullying is rare and that staff deal with any concerns quickly. Pupils learn how to keep themselves safe, including when online.

Pupils enjoy wider opportunities beyond lessons. Many take part in clubs, leadership roles and enrichment activities. Pupils contribute to school life through roles, such as school council members. Disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and those known or previously known to social care take part in the same opportunities as their peers.

Pupils enjoy their learning. However, published outcomes in reading, writing and mathematics remain well below national averages. Despite recent improvements in teaching and the curriculum, achievement remains too low. Too many pupils, including disadvantaged pupils, pupils with SEND and those known or previously known to social care, also miss school too often. This affects their learning and limits how well they achieve.

Next steps

- Attendance remains too low for disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and persistently absent pupils. Leaders should implement and evaluate more effective targeted strategies to improve attendance and ensure that these groups attend school regularly and benefit fully from their education.
 - Leaders should strengthen pupils' achievement by ensuring that teaching consistently builds on prior learning, addresses gaps in knowledge promptly and provides appropriate challenge so that all pupils, including disadvantaged pupils and those with SEND, achieve as well as they can.
 - Ensure that governors provide robust challenge to leaders, evaluating the impact of improvement strategies more effectively, so that weaknesses are addressed swiftly and pupils achieve more consistently well.
 - Leaders need to improve the tracking and evaluation of targeted interventions for pupils with SEND so that the impact of support can be measured accurately and provision adapted promptly to secure better outcomes.
 - Leaders need to ensure that recent improvements to the early years provision are fully embedded and consistently applied, so that children develop the knowledge, skills and understanding they need to be ready for their next stage of education.
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About this inspection

The chair of the board of governors in this school is Kaye Siddall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, members of the governing body and a number of school improvement advisers from the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school has undergone a significant change since the last inspection with the appointment of a number of new governors, including a new chair.

Headteacher: Nicola Walker

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspector:

Karen Slack, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

143

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

64.34%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.80%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

31.47%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	23%	61%	Below
2024/25 (final)	19%	62%	Below
2023/24 (final)	6%	61%	Below
2022/23 (final)	39%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	74%	Below
2024/25 (final)	29%	75%	Below
2023/24 (final)	28%	74%	Below
2022/23 (final)	48%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	72%	Below
2024/25 (final)	24%	72%	Below
2023/24 (final)	17%	72%	Below
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	73%	Below
2024/25 (final)	43%	74%	Below
2023/24 (final)	33%	73%	Below
2022/23 (final)	61%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	18%	46%	Below
2024/25 (final)	12%	47%	Below
2023/24 (final)	0%	46%	Below
2022/23 (final)	35%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	62%	Below
2024/25 (final)	24%	63%	Below
2023/24 (final)	18%	62%	Below
2022/23 (final)	41%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	31%	59%	Below
2024/25 (final)	18%	59%	Below
2023/24 (final)	9%	58%	Below
2022/23 (final)	59%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	60%	Below
2024/25 (final)	35%	61%	Below
2023/24 (final)	27%	59%	Below
2022/23 (final)	53%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	18%	68%	-50 pp
2024/25 (final)	12%	69%	-57 pp
2023/24 (final)	0%	67%	-67 pp
2022/23 (final)	35%	66%	-31 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	80%	-51 pp
2024/25 (final)	24%	81%	-57 pp
2023/24 (final)	18%	80%	-62 pp
2022/23 (final)	41%	78%	-37 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	31%	78%	-47 pp
2024/25 (final)	18%	78%	-61 pp
2023/24 (final)	9%	78%	-69 pp
2022/23 (final)	59%	77%	-19 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (final)	35%	81%	-45 pp
2023/24 (final)	27%	79%	-52 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	53%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.5%	5.2%	Above
2023/24 (3 term)	9.8%	5.5%	Above
2022/23 (3 term)	8.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.9%	13.0%	Above
2023/24 (3 term)	33.1%	14.6%	Above
2022/23 (3 term)	32.2%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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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

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