

# Brookside Primary School

School Green, East Leake, Loughborough, LE12 6LG

**Inspection dates** 20–21 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The leadership and management of the school are good. The headteacher's vision of all pupils meeting their full potential is fully shared by all staff.
- Leaders have maintained and enhanced the strengths in teaching and achievement noted in the last inspection.
- Pupils make very good progress in reading and mathematics and good progress in writing.
- Standards in reading, writing and mathematics are all above the national average at the end of Year 6.
- Teachers assess pupils' accurately. They use the results to plan activities that build on what pupils already know, understand and can do.
- Lessons are stimulating and challenging because teachers make excellent use of a wide range of resources, including computers.
- Governors have a good knowledge of the school and support and monitor its work well.
- Behaviour is good and pupils feel completely safe in school. Their attendance has steadily improved and has been above the national average for the past two years.
- The curriculum and additional activities provide good opportunities for spiritual, moral, cultural and social development.
- The school's close links with a multi ethnic inner city school help pupils learn about other cultures in Britain and prepare pupils positively for life in modern Britain.
- The leadership and provision in the early years are good and children make good progress from their starting points.

### It is not yet an outstanding school because

- Pupils' progress in writing is not as good as it is in reading and mathematics, because teachers do not always set tasks that challenge pupils to produce their very best.
- Teachers at Key Stage 1 do not consistently build on what pupils have learnt in the early years, which sometimes slows pupils' progress and leads their concentration to wander.

## Information about this inspection

- Inspectors observed 14 lessons of which five were joint observations with the headteacher and senior staff. They also looked at pupils' work in books, both in lessons and as a separate work scrutiny activity with the headteacher.
- Inspectors also observed the start and end of the school day, break and lunch times, registration, one assembly and one school club.
- Formal meetings took place with staff, pupils and representatives of the governing body. A phone discussion also took place with a representative of the local authority.
- Inspectors analysed 64 responses to the online questionnaire, Parent View and 23 responses to the staff questionnaire. Informal discussions also took with parents at the start of school.
- Inspectors listened to the reading of a number of pupils of different ages.
- Inspectors examined a range of school documentation including development planning, self-evaluation, the school's analysis of pupil achievement and its evaluation of the quality of teaching overtime.
- Inspectors also looked at school documentation concerning safeguarding, risk assessments, minutes of governing body meetings and staff performance against targets. Data on attendance and exclusions and a range of school policies were also examined.

## Inspection team

Michael Merva, Lead inspector

Additional Inspector

Lucy Maughan

Additional Inspector

## Full report

### Information about this school

- Brookside is smaller than the average sized primary school.
- Almost all pupils are White British.
- Approximately 10% of pupils are entitled to support from the pupil premium (the additional funding provided by the government for pupils eligible for free school meals or in the care of the local authority). This is below average.
- Approximately 11% of pupils are disabled or have special education needs. This is below the national average.
- Provision for the early years is full-time for Reception and part-time (mornings only) for the nursery. Eight pupils attend the nursery.
- Brookside is part of the Rushcliffe Learning Alliance, a mutual support group of over twenty local schools.
- The school meets the government's floor targets which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

### What does the school need to do to improve further?

- Make certain that work in Key Stage 1 consistently engages pupils' attention and builds upon what the pupils already know, understand and can do.
  
- Ensure teachers in Key Stage 2 always set suitably challenging tasks for pupils in writing.

## Inspection judgements

### The leadership and management are good

- The headteacher effectively implements the school's vision of developing the full potential of every pupil and the school's strong sense of community means that good behaviour is the norm.
- Subject leaders and those responsible for the early years and special educational needs are very clear about their roles and responsibilities. They play a strong part in leading and improving provision in their subjects and areas of responsibility through carefully checking pupils' progress and taking swift actions to address any underachievement.
- Leaders, including governors, ensure that teaching improves. Teaching is closely monitored at regular intervals and supportive feedback is provided to ensure that teachers know what to do to improve. As a result the quality of teaching is improving well over time, resulting in good achievement.
- The school's system for evaluating teachers' performance is robust. Targets are clear and linked well to pupil's achievement and the priorities of the school development plan. It is also well linked to *Teachers' Standards*. The process is appreciated by staff as it engenders team work and improvement.
- The curriculum meets all statutory requirements. It includes elements which teach pupils to be tolerant and understanding of others, while rejecting any form of discrimination. For example, topics such as the 'Windrush Experience' and 'Dr Martin Luther King' help provide pupils with a greater understanding of the origins of multi-ethnic Britain and prepare them well for life in Modern Britain.
- Pupils' experiences and knowledge are well enhanced by a wide variety of further learning opportunities. British values and heritage are very well developed, for example by activities which are designed to commemorate the sacrifice made during the First World War. Pupils both grew and painted poppies. The painted poppies were then taken home and returned to school with the name of a relative lost in the conflict.
- Spiritual, moral cultural and social education is well developed and amply supports the understanding of British Values and preparation for life in Modern Britain. Close links with a multi ethnic, inner city school in Nottingham foster greater understanding of the world beyond the school. An appreciation of democracy is fostered by the elected school council and participation in the 'Rushcliffe Pupil Parliament' made up of representatives from the local schools. The very successful choir, which includes songs from Africa, and Latin style drumming classes, enhances pupils' cultural development.
- Funding provided by the pupil premium is used well to support eligible pupils. Strategies including one-to-one assistance and full involvement with additional learning opportunities such as school trips stimulate pupils' progress and their sense of belonging. As a result, disadvantaged pupils make good progress. All pupils enjoy equal opportunities to succeed.
- Sport is a high priority and designed to enhance both healthy life styles and well being. Primary sports funding has been used imaginatively to increase pupils' participation in sport and improve access to competitions. There are good opportunities for pupils to participate in less familiar sports such as squash and to participate in sporting competitions both with other schools and internally. Specialist coaches have been employed and new equipment purchased to achieve these aims and to enhance staff expertise.
- The local authority provides appropriate levels of support for this good school. It provides help with self-evaluation and the analysis of achievement data. The Rushcliffe Learning Alliance provides support and training in a number of areas including the moderation of achievement in the early years.
- Safeguarding arrangements meet all statutory requirements.

### The governance of the school:

- Governors fully endorse the school's welcoming ethos and celebrate its positive image in the community. They ensure it is a happy school, based on mutual respect and tolerance. Governors have a good understanding of the school's strengths and areas for development.
- Governors regularly receive information on pupil performance and the quality of teaching. This enables them to monitor the school's work effectively. They understand how staff performance is measured and its link to pupils' achievement, ensuring that pay increases are only granted when fully justified. Governors provide strong support for the headteacher in cases where weaker teaching needs to be tackled.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good. They come to lessons eager to learn and work well with each other. Pupils are well-behaved, happy and polite at all other times including break times and at lunch. They value the school's caring environment and its sense of community. One said 'everyone is kind to each other in school'.
- Pupils usually behave very well in lessons, especially in Key Stage 2 where pupils concentrate totally on their work. At Key Stage 1, some pupils lose interest and do not focus on their work if the tasks are too easy for them.
- Pupils understand what bullying is and its different forms including physical, verbal and cyber-bullying. Pupils say that incidents of bullying hardly exist, but they know where to get help if required. Their awareness of bullying is well supported through the curriculum and in assemblies. In a joint Key Stage 1 and 2 assembly during Anti Bullying week, pupils from both key stages presented posters, poems and stories about the destructive nature of bullying and how to keep safe.
- Effective strategies, including close collaboration with parents, have improved attendance over time. It has been above the national average for the past two years. The school has had no permanent exclusions and fixed terms exclusions are very low.
- Parents and staff both overwhelmingly agree that behaviour is good.

### Safety

- The school's work to keep pupils safe and secure is good.
- Procedures for securing pupils' safety are secure. Documentation for safeguarding, risk assessments, fire drills and child protection are fully in place. All staff receive appropriate training. During their school visits, governors regularly check site safety and safeguarding procedures.
- Pupils feel very safe at school and enjoy the school's caring and supportive environment. They receive relevant information about potential dangers such as the use of internet, road safety and 'Stranger Danger'. The school site is very secure and pupils and adults access is well-monitored at the start and end of school. Parents overwhelmingly feel that their child are safe and well looked after at school.
- The small numbers of disabled pupils and those who have special educational needs and disadvantaged pupils are well looked after. Their needs are very carefully noted and distributed to all staff. Effective support is then implemented to help them make good progress.

**The quality of teaching is good**

- Teaching is good across the school, although better in Key Stage 2 and early years than it is in Key Stage 1.
- Teachers use resources that are stimulating and exciting. Good use is made of computers in lessons to both enhance learning and develop pupils' skills. In a joint Nursery/Reception lesson, a group of children were working with computers to produce drawings. They displayed confidence, increased skills and enjoyment.
- The assessment of pupils' work is of a high standard. Pupils' progress is carefully monitored both in books and during lessons. For example, in a Year 6 English lesson on complex sentences, a range of assessment strategies were employed very effectively to secure progress. These included well-directed questions to clarify and extend understanding. This helped the pupils to quickly learn how to evaluate their own work and that of others accurately.
- Additional adults are used effectively to support pupils' learning. In a Year 1 Phonics (letters and the sounds they make) lesson, the additional adult was sensibly deployed to support a specific group of pupils. Teaching was very focused in helping pupils to understand the use of sounds and the creation of sentences.
- Reading is taught particularly well. Every opportunity is taken in the early years to ensure children know their letters and sounds, so that many reach standards that are above average for their age on starting Year 1. Teachers throughout the school provide pupils with challenging texts that ensure that pupils make very good progress. Homework is used particularly well to ensure that pupils read at home with their parents.
- Mathematics is taught well across the school resulting in secure understanding of key concepts and good achievement. Teachers have high expectations of how much pupils will learn in a lesson and over time. They set challenging tasks for pupils, who very much enjoy getting to grips with difficult problems. The teaching of writing however is less consistently strong, because tasks are not always as challenging as they could be. Teaching is stronger in Key Stage 2 than in Key Stage 1. Teachers do not always expect as much from pupils as those in Key Stage 2 and do not consistently build on what pupils have already learnt in the early years.

**The achievement of pupils is good**

- Progress has improved well over time. Pupils make very good progress in reading and mathematics. While still good, progress in writing is not yet as strong as that in reading and mathematics.
- Standards at the end of Year 6 in 2014 in reading and mathematics were well above average. Standards in writing were above average. This represents an improvement over previous years and evidence gathered during the inspection indicates that this is being sustained currently.
- Standards in Year 2 in 2014 were broadly average and lower than previous years. The school's current data suggests that this is not improving.
- Achievement in the Early Years Foundation Stage is good. Children enter the nursery or Reception with broadly typical development and leave Reception with above average outcomes. They receive a good start to school.
- The small number of disabled pupils and those who have special educational needs make at least good progress from their individual starting points and in relation to their peers. Their learning needs are carefully identified and high quality training is provided to staff so that they can fully meet these needs.
- The achievement of the most-able pupils is good. The proportions of pupils attaining level 3 at the end of Year 2 are above the national average in reading and mathematics and in line in writing. The proportion

of pupils attaining Level 5 and above at the end of Year 6 in 2014 was well above the national average in reading and mathematics, and above in writing. This represents an improvement over the results in 2013. The proportion of pupils attaining Level 6 has increased in mathematics and in writing.

- Pupils read well. They are accurate and fluent readers who are able to access and enjoy a variety of different types of text. In a Joint Key Stage 1 and 2 assembly, pupils from both key stages read stories and poems confidently to a large group. Reading is particularly strong in the early years with some very young children able to read very well for their age. Pupils enjoy reading to each other and adults and like exploring more difficult books.
- The progress of disadvantaged pupils has improved over time and is now good. In both reading and mathematics, there is no gap between them with other pupils nationally. In relation to their classmates, disadvantaged pupils in mathematics are two terms behind, which is an improvement over previous years. In reading they are three terms behind their classmates. In writing, the gap has narrowed between disadvantaged pupils and those nationally. They are now two terms behind as opposed to four terms previously. The gap in writing with their classmates in school is five terms.
- The school has very rightly identified the support of disadvantaged pupils, especially in writing as a priority and are very carefully tracking their progress throughout the school. Recent achievement data indicates that current strategies are proving successful and gaps are narrowing further.

### The early years provision

is good

- Provision in the early years secures a good start to children's education and they make good progress. They enter the Nursery or go directly into Reception with broadly typical levels of development for their ages. Children leave Reception achieving above average levels of development. Progress is good across all areas of learning, with reading a particular strength. Progress in writing, whilst good, is not as strong as other areas.
- The leadership and management of the provision are good. Children's progress is carefully measured employing a range of assessment processes. Children also learn to track their own progress through the use of 'lesson challenges' which they enjoy. Ongoing staff training and performance targets ensure that children are kept safe and their learning is supported well. The school's partnership with parents and effective induction processes make sure that children settle in well and their learning is supported at home.
- Teaching is good over time and is characterised by consistently well-planned and engaging activities and resources. The use of computers is an especially strong feature. Both the indoor and outdoor areas are well used by children to enhance their learning opportunities.
- Behaviour and relationships are good. Adults work closely with children to provide effective guidance and support. Activities are carefully designed to enable children to help each other in their learning. This results in strong social development, engendering respect and cooperation. Children take pleasure in their achievements and are especially proud to show off their reading skills.
- Safeguarding procedures are fully in place making sure that children feel safe and well looked after. Children's positive experiences prepare them well for Key Stage 1.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	122637
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	448687

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reesha Armstead
<b>Headteacher</b>	Gary Kenny
<b>Date of previous school inspection</b>	3–4 February 2010
<b>Telephone number</b>	01509 820001
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