

Inspection of Brooke House Day School

Croft Road, Cosby, Leicester, Leicestershire LE9 1SE

Inspection dates: 13 to 16 February 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Requires improvement
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils value the support and care that they receive at this school. The staff know pupils extremely well. The positive relationships between staff and pupils enable pupils to feel safe and happy here.

There has been some further improvement to the school. There is high-quality support for pupils who have social and emotional needs. Pupils can visit the 'cubbie' to help them to regulate their emotions better. Pupils who were reluctant attenders at their previous schools attend much better here.

Although some parts of the curriculum have improved, the quality of education is still not good enough. It does not benefit all pupils. Some pupils do not achieve as well as they should.

Staff encourage pupils to get involved in extracurricular activities. Pupils enjoy playing chess and other board games. They value the sports they play at the leisure centre. Many, if not all, take part in the school production. Pupils talk enthusiastically about their recent visit to London to watch a production in the West End. This school develops pupils' talents and interests well.

Parents and carers are overwhelmingly supportive of the school. They value the school's effective communication which enables them to know how their children are doing.

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

Although pupils study a wide range of subjects, the curriculum is not consistently well planned. There have been some improvements since the last inspection and the curriculum in mathematics and art still show rigour. However, this is not replicated in several other subjects. How the curriculum is delivered in some mixed-age classes shows a lack of consideration for what pupils have studied before. In several subjects, the core content of each topic is not identified. Due to a lack of oversight on the school's part, some pupils do not always study all three sciences in sufficient depth.

Teachers use their expert knowledge well in some subjects. For example, in mathematics, art and key stage 2 English, teachers present information well. The activities chosen allow pupils to think, learn and achieve. In other subjects, some teachers lack subject knowledge. They choose activities that simply keep pupils busy producing work. This does not help pupils learn the essential knowledge. As a result, in some subjects in some year groups, pupils show limited understanding.

Assessment is not used consistently well. In some subjects, pupils' prior learning is not considered and staff do not check for gaps in pupils' knowledge. When this happens, pupils are left with these knowledge gaps, which can undermine their future learning.

Pupils with special educational needs and/or disabilities (SEND) are well supported by additional adults. Staff identify these pupils' needs. Staff make appropriate adaptations to support pupils with SEND access the same lessons as their peers. The work that the school does with pupils who have behavioural and emotional needs is a strength. Pupils with SEND can access the full curriculum offer.

Reading is a priority. The school has invested in an early reading curriculum and staff training to support its delivery. However, teachers do not follow this curriculum with fidelity all the time. The approaches that some teachers use do not help pupils become better readers quickly. Books that some pupils read are not well matched to their reading ability. This means that those at earlier stages of reading do not become fluent quickly enough.

Pupils demonstrate positive attitudes to learning. They know the school rules well. The school is calm and orderly. Pupils of different ages make friends with each other. Many pupils describe the school as having a 'family feel'. Pupils feel comfortable in reporting issues to staff. They know that staff will take any reports of poor behaviour seriously.

Climate literacy lessons expose pupils to world events. These lessons provide opportunities for pupils to discuss and debate. This helps pupils develop both socially and in their understanding of morality. Staff develop pupils to be inclusive individuals. Pupils demonstrate a strong understanding of British values and equalities. The school ensures that pupils learn about careers. Pupils develop employability skills. This ensures that they are ready for their next steps.

Pupils learn about what constitutes healthy relationships. They learn about some of the risks they may encounter, to help them minimise these. For example, pupils know about the risks of knife crime and child criminal exploitation. A recent workshop and production on these issues have supported their understanding.

The school seeks to engage with parents and this is done effectively. Staff enjoy working at the school and suggest that leaders consider their workload and well-being. The proprietor, who is also the principal, continues to be ambitious for the pupils who attend this school. There has been effective change management so that the school can support the changing cohort of pupils. This demonstrates leaders' capacity to improve the school. However, there has not been enough training for staff, or monitoring and quality assurance of the curriculum, to ensure that the school provides a high enough quality of education.

The proprietor has ensured that the school meets all the independent school standards. The site is maintained to an appropriate standard. Risk assessments are comprehensive. They identify risks pupils may face, including when on educational trips, and the actions staff can take to mitigate them. All documentation is up to date and is available either through the school website or on request. The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- The curriculum in several subjects is not well planned. In some subjects, there is a lack of consideration of how pupils build on what they know. The curriculum does not always identify the essential knowledge pupils should learn in each subject. The breadth of some subjects is narrowed. As a result, not all pupils develop a secure understanding across all the subjects they study, from a curriculum whose breadth does not always match the school's vision. The school must ensure that pupils study the full breadth of the intended curriculum, and that in so doing, it is clear what key knowledge pupils should learn and when, so that pupils build comprehensive knowledge and understanding over time in each subject.
- Not all teachers have the subject and/or pedagogical knowledge they need to teach effectively. There are occasions when teachers use activities that do not support pupils in learning the curriculum well enough. Pupils do not gain a depth of understanding as a result. The school must ensure that teachers have the necessary knowledge so they know how to use the most effective teaching methods to help pupils gain a depth of understanding.
- Teachers do not always use assessment well to check pupils' prior understanding or to check that they are learning the curriculum. Pupils have gaps in their knowledge which are not always addressed. The school must ensure that teachers know how best to use assessment in all subjects to identify what pupils know and to adapt teaching to help fill any knowledge gaps pupils may have.
- The school does not ensure that staff follow the early reading curriculum with fidelity. Books are not always well matched to pupils' reading ability. Some of the approaches to help pupils become fluent readers quickly are not effective enough. As a result, some pupils at the early stages of learning to read do not become confident readers as quickly as they should. The school must ensure that the approach to teaching pupils at the early stages of reading enables them to become fluent readers quickly.
- The proprietor and school leaders have not quality assured, monitored and evaluated how well the curriculum is planned or delivered. This has led to slow progress in ensuring that the curriculum has the desired impact and matches the ambition of the school's vision. The school must ensure that there are effective mechanisms in place to quality assure the curriculum and its delivery, so that the necessary, rapid improvements to the quality of education take place.

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.

School details

Unique reference number	135185
DfE registration number	855/6023
Local authority	Leicestershire
Inspection number	10299199
Type of school	Other Independent School
School category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	47
Proprietor	Joy Parker
Headteacher	Joy Parker
Annual fees (day pupils)	£8,275 to £10,071
Telephone number	0116 286 7372
Website	www.brookehouseschool.com
Email address	info@brookehouseschool.org
Date of previous inspection	21 to 23 June 2022

Information about this school

- Brooke House Day School is an independent school that operates on two sites. These sites are opposite each other across the main road in the village. One site provides education for primary-age pupils. The second site provides secondary-age education.
- The school does not make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, English, mathematics and personal, social, health and economic (PSHE) education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at the curriculum through other subjects including history, geography, science, art, computing and design and technology and looked at pupils' books. Inspectors discussed these aspects of the school's curriculum with pupils.
- Inspectors looked at individual pupils' education, health and care plans and checked these against the school's provision.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered a wide variety of school documents, including the school self-evaluation and school development plan.
- Inspectors took note of the response received on Ofsted Parent View.
- Inspectors considered relevant documentation and reviewed the school facilities, to check the school's compliance with the independent school standards.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Aoife Galletly

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2024