



Brooke Hill School

Inspection Report

Unique Reference Number 120046
LEA RUTLAND LEA
Inspection number 280719
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Mr. Anthony Knight LI

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

Type of school	Primary	School address	Brooke Road
School category	Community		LE15 6HQ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01572724214
Number on roll	310	Fax number	01572723782
Appropriate authority	The governing body	Chair of governors	Mr. Roland Thorp
Date of previous inspection	11 January 2000	Headteacher	Mrs. Sue Goodsell

Age group	Inspection dates	Inspection number
3 to 11	12 October 2005 - 13 October 2005	280719

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Brooke Hill Primary School is a large open-plan primary school situated in a predominantly owner-occupier area. The large majority of pupils come from outside the school's catchment area. There are no pupils whose first language is not English and very few pupils are eligible for free school meals. The proportion of pupils with special educational needs is broadly in line with the national average but there is only one pupil with a statement of special educational needs. The school includes a nursery which is designated as the town nursery. Four classes, i.e. the nursery and reception class and the two oldest classes, each have their own separate classroom. All other classes learn in one of two large open teaching areas, one area for pupils mainly in Years 1 and 2 and one area for pupils in Years 3, 4 and 5. There are several mixed age classes that include pupils from two different year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The school judges its overall effectiveness as good. The inspectors judge the effectiveness of the school to be outstanding. Brooke Hill is an excellent school where all pupils are very happy and fulfilled. It is run by an outstanding headteacher and committed and highly effective staff who all work extremely well together. Standards in the Foundation Stage are good. The attainment of pupils aged 7 is also good. Pupils make outstanding progress up to the age of 11. Attainment in mathematics and science is particularly impressive. Attainment in English is good but the excellent standards achieved in reading are not matched in writing. All teaching is good and much is outstanding. There are clear records of pupils' progress from year to year and work is taking place on collecting more information on shorter-term progress to further improve the planning of lessons. The curriculum is innovative and the development of project teaching makes learning fun and engages the interest of pupils. However, there are not enough opportunities for pupils to explore spiritual issues in depth. The personal development and well-being of pupils is at the very highest level. Pupils are confident, articulate and courteous. They have a strong sense of loyalty to the school. The open-plan layout only works as effectively as it does because the staff and pupils are highly sensitive to the needs of others. While this is an outstanding school there is no sense of complacency. Everyone strives for even greater progress. The school provides outstanding value for money. The school has made significant improvement since the last inspection and has the capacity to continue to improve.

What the school should do to improve further

- raise the standards of writing in Key Stage 2, for example by improving its focus during project work
- further improve the quality of planning through increased use of assessment data
- provide more opportunities for pupils to consider spiritual issues in depth and reflect upon their views and the views of others.

Achievement and standards

Grade: 1

Achievement and standards are outstanding in this school. The 2004 national curriculum test results for pupils aged 7 were good overall, and outstanding in writing. This picture continued in 2005 and attainment at the highest level, Level 3, improved particularly in mathematics. However, there was a decline in the percentage of pupils who attained the level just below Level 3 in mathematics and reading. Attainment and progress for pupils aged 11 were outstanding in 2004 when the school was in the top 5% for the amount of progress shown by pupils. The results for mathematics and science improved even further in 2005. However, the percentage of pupils achieving the highest level, Level 5, fell in English. The decline in the results for English was due to a lower percentage of pupils achieving Level 5 in writing. This was in stark contrast to outstanding success in reading where nearly all pupils achieved Level 5. All targets for 2005, with the exception of Level 5 for English, were exceeded. The attainment of

lower achieving pupils is remarkable. Every pupil over the last two years has achieved at least Level 4 at the age of 11 and every pupil aged 7 has achieved at least Level 1 and nearly all have achieved Level 2. Children in the nursery and the reception classes make good progress in all areas of their learning from broadly average attainment on entry.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Pupils love coming to school and really enjoy their lessons. One pupil asked for longer lessons when asked how the school could be improved even further. The behaviour and attitudes of the pupils are exemplary. Pupils are courteous and helpful. They confidently engage adults in conversation and look after each other. Pupils are eager to maintain the high quality of interactions in the classroom; they quickly encouraged others to speak one at a time when many were keen to offer answers to a question posed by the teacher. Pupils' moral and social development is outstanding and their cultural development is good. Their spiritual development is only satisfactory because, although regular experiences are provided, there is insufficient opportunity for pupils to consider deeper issues and reflect on their views and the views of others. Pupils clearly understand the need to adopt safe practices and show awareness of the need for healthy eating. The school council makes a very good contribution to the life of the school and plans are in place to extend its role even further. The skills developed in the lessons and the additional opportunities taken by all pupils prepare them excellently for their future economic well-being. For example, the independence that pupils develop through selecting their own activities will enable them to make the most of other available opportunities after they leave this school. Attendance is good, although some pupils miss out on lessons when their parents take them on holiday during term time. Above all, pupils feel totally secure and valued, which enables them to work to the best of their ability and develop confidence and self-esteem.

Quality of provision

Teaching and learning

Grade: 1

Teaching is at least good in all respects and exemplary in significant elements. Excellent caring relationships between adults and pupils throughout the school help pupils to feel secure. Very competent teaching assistants are involved in planning lessons and complement the work of the teachers extremely well. Teachers use resources very imaginatively so that pupils learn through engaging and meaningful first hand experiences. Teachers have very good knowledge of the subjects they teach and excellent use is made of specialist teaching, such as in science. However, directions sometimes lack clarity and opportunities to extend learning and explore deeper issues are sometimes missed. Marking is thorough and pupils have clear targets. While assessment data is collected, it is not always used systematically when lessons are

planned. For example, writing skills are not always developed appropriately within project work. A wide range of activities in the nursery and reception classes effectively engages children's interest and makes learning fun. Adults care for children well so that they settle very quickly in the nursery and become confident learners.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The school's strong focus on English, mathematics and science contributes significantly to pupils' high levels of achievement. Staff diligently seek, and enthusiastically implement, new initiatives to make the curriculum vibrant for pupils. The emphasis on project work, for example, has resulted in very effective links being made between subjects, such as English and history, which capture pupils' interest and make learning meaningful. The school is fully aware of the need to ensure that literacy skills are developed sufficiently within the project work. The two-year rolling curriculum programme is detailed and sensibly provides separate information for physical education, music and religious education. Opportunities are provided for pupils to reflect on important issues, such as in assemblies, although spiritual aspects are not explored in sufficient depth. The range of enrichment experiences and the percentage of pupils involved in extra-curricular activities are outstanding. The school makes good use of outside organisations to develop pupils' sporting skills. Pupils visit a range of places outside school, including residential visits. Visitors successfully bring a wider dimension to pupils' learning. Since the last inspection the school has increased the opportunities for purposeful play in the reception classes. In the nursery there are good opportunities for children to be independent; for example by choosing an outdoor activity. However, this is not continued in the reception class as children are unable to choose when to use the outdoor facilities. The school has rightly identified the need for more adventurous and challenging equipment for nursery and reception children to enhance their social and physical development.

Care, guidance and support

Grade: 1

The level of care, guidance and support is outstanding. The pupils' welfare is foremost in the minds of all the staff. The quality and accessibility of information for pupils with special educational needs is excellent. The care for lower achieving pupils is exceptional. The impact of this care is shown clearly in the way all pupils become integral members of the school and by the impressive attainment of all pupils by the time they leave the school. Playground activities are skilfully organised to improve the quality of lunch times and breaks. The use of teaching assistants during lunch break is extremely effective as the warm friendly relationships seen between staff and pupils are continued outside the classroom. Pupils also play a significant part and act as friendship monitors. In addition, specific activities are provided to help increase pupils' self-confidence and sense of responsibility. Detailed log books record any instances of less acceptable behaviour and the actions taken. Pupils know what they need to do to improve their work and are very appreciative of the help given by teachers, although pupils asked

for more information about their attainment in tests. Reports to parents are full and informative.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The headteacher has created a very happy and fulfilling school for pupils and staff. All staff feel encouraged and supported. There is a tangible 'can do' ethos as teachers constantly strive to improve their teaching and make the most of new opportunities and challenges. All staff work extremely well together, making the most of the challenging open plan layout of the school. Senior staff and subject leaders monitor teaching and provide well-focussed support. The assistant headteachers maintain effective regular oversight of the two key stages. However, there is a less clear overview of the work of the nursery and reception classes. The self-evaluation of the school is thorough and highlights all the main areas for improvement. For example, the school is fully aware of the need for more development of writing in Key Stage 2 and for increased information on pupil progress each term; information that will be used to further improve the quality of planning. Consideration is to be given to using some of the well-managed budget to fund specialist guidance on writing. Effective and appropriate actions are clearly described in the school improvement plan. The judgements in the school's self-evaluation form are understandably cautious but this inspection judges that the school is better than it sees itself. The governors are actively involved in the school. Specific areas of work are monitored by governors with designated responsibility. Training has been completed and child protection procedures completed thoroughly. Good links are made with the local secondary school and a local business partnership. There is an enthusiastic Parents and Friends Association that supports the work of the school. Parents are kept well informed through regular and easy to read newsletters. The overwhelming response from parents in the questionnaire was of strong praise for the school. Many parents highlighted how happy they are with all aspects of the school. There are many opportunities for pupils to contribute to the running of the school such as through the school council. Pupils' views are taken seriously and acted on, including their suggestion for a homework club. The issues raised in the last inspection have been resolved and the leadership and management of the school demonstrate excellent capacity for further improvement.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We really enjoyed visiting your school and watching you learn and play together. We particularly enjoyed talking with you about your work. It is clear that you learn quickly as a result of excellent teaching. Your parents and carers are right in thinking that you go to an outstanding school. What we liked most about your school - We were welcomed very warmly and everyone was keen to tell us how much they liked being in the school. You feel safe and know that all the adults in the school work hard to make sure that you are happy. - We were very pleased that you enjoy your lessons and taking part in the excellent range of activities that take place after school. We are sorry that some of you miss out on lessons when your parents take you on holiday. - We noted that you are very kind and considerate towards each other in lessons and at playtime. It is pleasing that some of you help by acting as friendship monitors. - The school recognises that you are important and all adults listen carefully to your ideas. We think that the work of your school council is very good. What we have asked your school to do now - We have asked your teachers to help the older pupils improve their writing skills even further. - We want your school to give you the support and challenge you need to get even better. We noted that you asked to be told individually about your results in the tests you take each year. - We want you to have time to think about things more deeply so you can develop your own ideas and understand why other people may think differently.