



Brocks Hill Primary School

Inspection Report

Unique Reference Number 120060
LEA Leicestershire
Inspection number 280723
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Brian Holmes RISP

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

Type of school	Primary	School address	Howdon Road
School category	Community		Leicester
Age range of pupils	4 to 10		Leicestershire LE2 5WP
Gender of pupils	Mixed	Telephone number	0116 2714885
Number on roll	311	Fax number	0116 2715756
Appropriate authority	The governing body	Chair of governors	Mrs C. Swan
Date of previous inspection	25 October 1999	Headteacher	Miss Robin Marlin

Age group 4 to 10	Inspection dates 21 November 2005 - 22 November 2005	Inspection number 280723
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a large primary school serving the Oadby district of Leicester. The proportion of pupils from minority ethnic groups has risen since the previous inspection and almost half of the pupils are from homes where English is not their first language. This is well above the national average. The number of pupils claiming free school meals is below the average, as is the number of pupils with learning difficulties and disabilities. Attainment on entry to the school is slightly above the average, and has been so for the last few years. At the time of the inspection, most of the Year 5 pupils were out of the school on a residential visit.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's own view that it provides a satisfactory standard of education. The pupils' behaviour and personal development are good, as are the care and support that the school provides for its pupils. The school also provides a broad and balanced curriculum with good features. Children make good progress in the Foundation Stage, because of good provision, to attain higher standards than normally expected by the time they move into Year 1. By the time they leave the school at the end of Year 5, standards are also above average. Their progress in the infant and junior classes is, therefore, satisfactory. The reason their progress is not better is that, although learning has good features, pupils do not always know how to improve their work and what they need to do to reach their targets is not always made clear enough to them. The new monitoring and assessment systems are providing the school with information to improve learning and teaching but they have not yet had time to fully impact on pupils' achievement. In addition, provision for gifted and talented pupils is at an early stage of development and has not yet had a significant impact on the progress of these pupils. The school is led and managed effectively and the headteacher has a good vision for the further improvement of the school. Standards have improved since the previous inspection and the school has the capacity for further improvement. It currently provides sound value for money.

What the school should do to improve further

- Further improve the achievement of all pupils by fully implementing the information gained from the new assessment and monitoring systems.
- Improve pupils' own knowledge of how they are doing and how they can get better at their work.
- Continue to develop the provision for gifted and talented pupils to improve their progress.

Achievement and standards

Grade: 3

The results of the national tests for pupils in Year 2 in 2004 were above average in all three areas of reading, writing and mathematics. The provisional results for 2005 show a similar pattern and since the previous inspection there has been a steady improvement in pupils' attainment in national tests and also in information and communication technology (ICT) through the improved provision and management of the area. The children enter school with standards that are slightly above average, and the good quality of the curriculum and teaching in the Foundation Stage ensures that they make good progress. Their progress over time in the infant and junior classes is satisfactory, with above average standards being maintained throughout the school. Through its own data analysis, the school has identified differences between the attainment of boys and girls and, in numeracy, between those who speak English as an additional language and those who do not. No significant differences in achievement between different groups of pupils were observed during the inspection. Most groups of pupils make satisfactory progress in infant and junior classes. Pupils with learning difficulties

and disabilities are particularly well supported, and achieve well as a result. The school is just beginning to make specific provision for gifted and talented pupils, but these pupils do not underachieve.

Personal development and well-being

Grade: 2

Pupils have positive attitudes and enjoy coming to school. This is reflected in their good attendance and behaviour. Pupils treat each other well and agree that bullying is rare. The school is successful in promoting pupils' good spiritual, moral, social and cultural development. Activities such as the celebration of six different religious festivals give them insights into the multicultural world in which they are growing up.

Pupils from different ethnic backgrounds, both boys and girls, work and play together harmoniously. During the inspection, pupils were helped to distinguish right from wrong as a part of anti-bullying week. Pupils learn to take responsibility for jobs and roles within the school, including membership of the school council. Children in the Reception class were given good opportunities to develop their independence and responsibility.

Pupils have a good awareness of the need for safe and healthy living. A good number of them walk to school as part of the 'Star Walker' initiative and the sporting activities offered by the school are popular with them. They are effectively developing the skills they need in literacy, numeracy and ICT to prepare them for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, but good teaching was seen during the inspection in the Foundation Stage, Year 2 and Year 5. Generally, teachers have good relationships with pupils, plan effectively to meet the different needs of learners and make good use of learning support assistants to support specific individuals or groups of pupils in lessons.

In the best lessons seen, teachers engage their pupils well, using the interactive whiteboards to provide visual stimulus and a range of strategies, such as talk partners, to enable pupils to develop their own ideas and contribute to lessons. Where pupils do not make as much progress, tasks to suit their learning needs do not always stretch them to their full potential. Pupils' progress is assessed regularly, but they are not fully aware of their learning targets or what they mean. The use of assessment to help pupils themselves improve their work is at an early stage.

Curriculum and other activities

Grade: 3

The curriculum mainly meets the needs and capabilities of all learners, although the needs of gifted and talented pupils are only just beginning to be met through planned provision. Provision for literacy, numeracy and ICT is satisfactory and improving, with good improvement in ICT provision since the previous inspection. Provision for personal, social, health and citizenship education is satisfactory and has been identified as a priority for further development by the school..

The Foundation Stage curriculum in the Reception classes gives the children a good range of experiences to support their learning. There is good provision to support the needs of pupils with learning difficulties and disabilities. The school has recently adopted a more creative approach to the curriculum in the infants and juniors, reviewing and improving the topics taught in a number of subjects to make learning for the pupils more practical and enjoyable.

Pupils in the juniors value their weekly sessions in French, tennis, cricket and swimming. They enjoy the good range of extra-curricular activities, including sport, music and other languages such as Punjabi and Gujarati. The curriculum is enhanced by a good range of visits and visitors. During the inspection, for instance, most Year 5 pupils were on a residential visit to the Kingswood Centre. Pupils are well prepared for their future education.

Care, guidance and support

Grade: 2

Pupils are well cared for and the school ensures that they are safe and secure. Staff are mindful of the need to be vigilant, given the openness of the site. Parents are very appreciative of the way their children are supported, including those with learning difficulties. Pupils say that adults look after and support them well in dealing with misbehaviour and the occasional instances of bullying.

The very effective support for children in the Reception classes ensures that they have a very positive start to their lives in school. Pupils who speak English as an additional language are well supported, both in class and in other activities. Good parental involvement and very good support from outside agencies ensure that pupils with learning difficulties are fully included in all aspects of school life. Arrangements to support pupils' academic progress are satisfactory but the school recognises that they could be improved by involving pupils more in the assessment process.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. The headteacher has a clear vision for the improvement of the school and has introduced a number of initiatives to this effect, most notably the system for monitoring pupil achievement. This initiative has helped to identify where improvements in learning and teaching will lead to further

improvements in progress and achievement, but the strategies recently implemented have not had sufficient time to make a full impact yet.

The school knows itself well. Inspectors find that the judgements the school makes about itself are accurate and based on good evidence. The headteacher has instigated wide consultations with parents and pupils about different aspects of provision, and their views have been taken into account. However, the work of subject coordinators in monitoring subject areas is not yet fully impacting on pupils' achievement. In numeracy and literacy, for example, provision has only recently been linked directly to the outcomes of monitoring the performance of pupils in each class'.

The governing body is committed to, and supportive of, the school. Governors are knowledgeable about the school and understand its strengths and weaknesses. Through the committee structure particularly, they effectively hold the school to account for its actions. With the new headteacher, they have become fully involved in the development planning of the school and are focused on raising pupils' achievement further through improved provision. The school's capacity to improve, based on the improvements it has made and set in motion, is sound.

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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?	3	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	3	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?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Brocks Hill Primary School Howdon Road Oadby Leicester Leicestershire LE2 5WP

23 November 2005

Dear Pupils

Thank you for being so welcoming to us when we visited your school. We enjoyed talking to you and hearing what you had to say about what you like and what you don't like. Thank you for being so polite and helpful to us when we weren't sure where to go.

Your headteacher and teachers are working hard with you all to make the school a better place. Well done! You told us that you enjoy school and that most pupils behave well all the time. We agree that nearly all of you behave well in school. This helps your teachers to help you to learn.

You also told us that you enjoy your lessons. We know that your teachers are working hard to make lessons more enjoyable and more fun. They are tracking how well you are doing and we have asked them to use this information to make sure you are doing as well as possible in all subjects.

Some of you know how well you are doing in lessons, but some of you don't always understand the targets you have been set. We've asked your teachers to use words that are easier for you to understand in your targets, so you know just what you need to do to get better. You can help by remembering your targets when you are working and trying very hard to do the things in them all the time.

We know that your teachers are working hard to make things even better for those of you who have special gifts and talents and we've asked them to continue this work so that you can do as well as you possibly can.

Yours Sincerely

Brian Holmes Lead Inspector