



Brookside Primary School

Inspection Report

Unique Reference Number 119989
LEA Leicestershire
Inspection number 285428
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Jane Melbourne HMI

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

Type of school	Primary	School address	Copse Close
School category	Community		Oadby
Age range of pupils	4 to 10		Leicestershire LE2 4FU
Gender of pupils	Mixed	Telephone number	0116 271 3680
Number on roll	329	Fax number	0116 2716643
Appropriate authority	The governing body	Chair of governors	Mr Colin Entwistle
Date of previous inspection	Not applicable	Headteacher	Mr William Poulton

Age group 4 to 10	Inspection dates 14 March 2006 - 15 March 2006	Inspection number 285428
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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

Brookside Primary School is situated in the South Leicester suburb of Oadby. There are currently 329 pupils between the ages of 4 and 10 on roll in 12 classes and an Education Support Unit, which provides for 19 pupils from age 5 to 11 with moderate learning difficulties. In the main school there are currently four pupils with statements of special educational needs. The majority of pupils are from families of Asian origin, and the main home languages are Gujarati, Punjabi and Kaatchi. Almost 75% of pupils speak English as an additional language. Sixty per cent of pupils in the main school and all pupils in the Education Support Unit are from outside the catchment area. Five per cent of pupils claim free school meals, which is below average. Attainment on entry to school is below average for communication, language and literacy and mathematics, and average in other areas. The school has a diminishing roll.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Its main strength lies in the outstanding care, guidance and support provided for pupils across the school and in the Education Support Unit. Teaching is good, pupils behave well and good relationships exist throughout the school.

The school recognises that recent improvements in the monitoring of curriculum areas and clearly identifying pupils' targets are not yet fully embedded in practice. Systems are insufficiently robust to ensure that the good progress that pupils make in the lower school is sustained and continues to improve as they get older. The school accurately believes that some pupils could make even better progress in Years 3 to 5.

In the Reception classes, teaching is usually good and all pupils make good progress. Here, plans have with learning objectives, but sometimes these are unclear or there are too many and it is not easy to measure pupils' progress against them. Occasionally activities in Reception remain overly directed by adults, limiting pupils' independent learning. Further up the school, whilst most pupils are set work that is appropriate, sometimes the level of challenge is insufficient to ensure each pupil meets their potential. In some cases, learning is hindered because of noise distraction from the neighbouring classes.

Leadership and management are good. Effective steps have been taken to improve since the last inspection. Recent management changes are beginning to make a difference, and the school has a good capacity to improve further.

What the school should do to improve further

- Ensure the progress all pupils make in their first few years at the school is sustained until they reach the end of Year 5.
- Ensure leaders and managers at all levels consistently monitor and evaluate the performance of all pupils, and set them and their teachers challenging targets so as to further raise standards.
- Reduce the transmission of noise between classes in the open plan areas of the building.

Achievement and standards

Grade: 2

Pupils make good overall progress as they move through the school. When children start in the Reception class, their skills are below what is typical for their age, particularly in communication and language and in some aspects of mathematics. Children make good progress through the Foundation Stage so that, by the end of Reception, the majority have achieved all the expected early learning goals. This good progress is sustained in Years 1 and 2, with the result that standards at the end of Year 2 are above the national average. Although overall progress slows down marginally in the later years, by the end of Year 5 standards remain typically above average. However, although pupils undoubtedly make good overall progress in their time at the school, the inspection team is of the view that pupils could be making better

progress in Years 3 to 5. Pupils with learning difficulties and disabilities make similarly good progress and those pupils in the Education Support Unit make excellent progress because of the very high quality of the provision.

The school aims to set challenging targets for each year group and progress towards these is monitored carefully. However, for a significant minority of pupils, targets are insufficiently challenging and pupils could achieve more.

Personal development and well-being

Grade: 2

Pupils' personal development is good, particularly in the Reception classes. Pupils enjoy school and are keen to participate in lessons. They are considerate of others and relate well to adults. Pupils' spiritual, moral and social development is good and their cultural development is outstanding. The school acknowledges and celebrates the range of cultures in this ethnically diverse community with diligence and sensitivity and pupils are fully accepting of others, whatever their heritage. There are strong links with the immediate and extended community and pupils make a positive contribution to life outside of school.

Pupils have good attitudes to learning. Most work well independently and in small groups. Overall, pupils behave well in class and around the school. Neither they, nor their parents, have concerns about bullying. The school monitors any incidents very well. The provision of more outdoor resources has contributed to purposeful play and a reduction of playground incidents. Pupils develop skills that effectively contribute to their economic well-being. They have good opportunities to share their views through school council meetings and to control their budget for this. During the inspection, they were assertively discussing the quality of the school meals with the local catering manager.

Pupils are developing an awareness of being healthy; they follow the school's healthy eating policy and have good access to physical activities, including regular attendance at extra-curricular sports clubs and lessons. Careful tracking and a shared understanding with parents in managing extended and faith holidays, assisted by the effective work of the home-school liaison officer, has been fundamental to achieving improved attendance year on year. The punctuality of pupils is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Children in the Foundation Stage concentrate well and show curiosity in the world around them. They are learning to develop their personal independence skills. Throughout the school, teachers' lesson planning is generally good. Teachers are clear about what is to be taught and good support is provided for pupils with learning difficulties and disabilities. The best teaching builds rapidly on pupils' existing knowledge and skills by providing stimulating tasks. It works

especially well when teachers make the most of opportunities to develop pupil awareness of what they need to do to improve and their confidence and fluency in speaking.

Because relationships throughout the school are good, lessons run smoothly and usually at a good pace. Resources, including support staff, are mostly used effectively. However, in some lessons, pupils are insufficiently actively involved in their learning and work is not always well adapted to match the wide range of abilities in each class. As a result, some pupils do not always make such good progress.

New and potentially very effective systems have been put into place to track and monitor pupils' progress in reading, writing and mathematics throughout the school, although it is too early to judge the effectiveness of these procedures in improving standards.

Curriculum and other activities

Grade: 2

The curriculum is good. National strategies and guidelines are now appropriately used to ensure that the curriculum is sufficiently balanced and that learning is built upon year on year, an improvement since the last inspection. The curriculum for the Foundation Stage meets the needs of children well, although the school has correctly identified the need to develop and improve the outdoor learning provision. There is a good range of well attended after-school activities available for children to join. These include a range of sporting activities and Gujerati and Punjabi clubs for both parents and children. Educational visits, including residential trips for Years 3 and 5, and regular visitors to the school successfully extend and enrich pupils' learning. Throughout the school, work for children with learning and physical difficulties and disabilities is planned well, ensuring their good progress. Subjects such as science and physical education make an effective contribution to children's understanding of the importance of being healthy, staying safe and working together co-operatively.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are outstanding. Relationships between staff and pupils are a significant strength. The quality of care, particularly in Reception classes and in the Education Support Unit, is consistently very good; pupils feel very secure and confident to work independently, but are reassured that adults will assist them when needed. This promotes their personal development very well. The school is very active in supporting parents with limited confidence in the use of English and in promoting a range of courses and support services to meet family needs. Community links with faith groups, other schools and community organisations are outstanding.

Risk assessments are carried out with exemplary thoroughness and the school ensures that the environment is well maintained and safe. The school follows recent guidelines for child protection, with staff having an appropriate level of awareness of these.

Pupils have individual targets in English, mathematics and personal development. Some pupils have knowledge of these targets, but the school has correctly identified the importance of developing this across the whole school and in all subjects. The marking of pupils' work is thorough and generally consistent between classes, with useful pointers for improvement included. The quality of support for children with learning difficulties and disabilities is outstanding.

Leadership and management

Grade: 2

The leadership and management at the school are good overall. Responsibilities are well delegated by the headteacher and there is some clear direction from the key stage co-ordinators to staff within their team. This is followed through more effectively in English and mathematics than in other subject areas. However performance monitoring and target setting is not sufficiently rigorous in all areas and quality assurance by staff in key areas of responsibility is not consistent across the whole school. The school has correctly identified that it has more work to do with setting challenging targets and assisting low achievers. The self-evaluation of the school is satisfactory. It broadly identifies its strengths and weaknesses, but has yet to use this information to sharpen the school development plan more specifically to make it a useful working tool to improve standards. School governors ensure that performance management is working effectively and includes targets for each staff member, which are beginning to be linked to pupil attainment. Many parents volunteer to assist around the school, for example helping with swimming lessons. The school takes their views seriously and acts upon their comments to improve the school. There is good involvement of stakeholders, such as the partners from industry that come into school regularly to hear pupils read.

Equality of opportunity is very effectively promoted and the school ensures that it is a fully inclusive learning environment where opportunities are open to all learners. It has investigated the styles of teaching and learning in classes where there are differences in the numbers of boys and girls. It has increased opportunities for active learning and added resources with greater appeal to boys in classes with a higher percentage of boys. The school has effectively addressed tolerance of each other in this multicultural environment and the pupils with learning difficulties and disabilities take part fully in the life of the school.

Improvement since the last inspection has been good. The school has successfully raised attendance and has improved the balance and breadth of its curriculum. The accommodation has been improved to include space for quieter studies. The school continues to develop practical learning opportunities, particularly in the outdoor environment, and analyse the suitability of the overall accommodation.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Thank you for making us so welcome on our recent inspection visit. I know I can speak on behalf of the team when I say that we enjoyed our time with you and looking through your work. I particularly enjoyed seeing some of you swim and perform in assembly. We would like to share with you our findings.

Here are the things we liked best

- We think you belong to a happy school. The teachers like working there and your attendance is good, and we were impressed with your behaviour and conduct around the school and in the playground.
- We agree with your view and the view of almost all parents that this is a good school. It is well led by the governors and the headteacher and the teachers with key areas of responsibility.
- The school ensures that each and every one of you can participate widely in all that is going on. You all work happily together and accept each other's differences.
- The school has excellent links with the community.
- It ensures that you are well cared for and supported in everything you do; all of you make good progress, and some of you who need additional support make very good progress.

Here are the things we think would make the school even better

- Some of you could do even better and achieve even higher standards before transferring to the high school.
- We want you to keep progressing in Key Stage 2 at the same speed as in Key Stage 1 and for you and your teachers to track your progress much more closely. This has already begun to make a difference when you know your own targets.
- We know that you are enjoying the things that the school has improved, such as the two new quiet rooms, the libraries and the new equipment in the playground. However, we think that some of you would learn more if you were not distracted by the next classes in the open plan areas.