



# Brookside Primary School

## Inspection Report

---

**Unique Reference Number** 122637  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292464  
**Inspection dates** 12–13 October 2006  
**Reporting inspector** Glynn Storer

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

---

<b>Type of school</b>	Primary	<b>School address</b>	School Green
<b>School category</b>	Community		East Leake, East Leake
<b>Age range of pupils</b>	5–11		Loughborough, Leicestershire LE12 6LG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01509 820001
<b>Number on roll (school)</b>	209	<b>Fax number</b>	01509 820001
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Christine Hedworth
		<b>Headteacher</b>	Mr Richard Dizon
<b>Date of previous school inspection</b>	11 June 2001		

---

<b>Age group</b> 5–11	<b>Inspection dates</b> 12–13 October 2006	<b>Inspection number</b> 292464
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school serves part of the village of East Leake, where social and educational circumstances are generally favourable. Children's attainment on entry is average. The numbers of pupils from minority ethnic backgrounds, learning English as an additional language, or with learning difficulties or disabilities are below average. At the time of the last inspection, pupil mobility was a factor influencing standards of attainment and this is still the case in Years 3 to 6.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brookside is a good school. At the heart of its success is the headteacher's unswerving vision for the school that results in a strong and positive ethos and consistently good teaching, which promotes effective learning.

Pupils also play their part. They respond well to the good range of educational visits, themed weeks and special events that enrich the curriculum. They thoroughly enjoy school, so they readily rise to the challenge to do their best. They live up to teachers' high expectations both of their behaviour and of their capacity to cope with demanding work. Older pupils are confident learners who revel in the frequent opportunities to solve problems, to work collaboratively and to take a degree of responsibility for their own learning and progress.

This very positive climate for learning results in good standards and achievement. From Foundation Stage onwards, pupils make good progress. For most of the last five years, the school's seven and eleven year olds have attained standards that have been above the national average. Indeed, standards were exceptionally high in English, mathematics and science in 2005. Results in the 2006 national tests dipped slightly but nevertheless the school's records show that pupils made good progress. Pupils currently in Years 2 and 6 are achieving well and many are already exceeding the expected standards for their age.

Pupils not only respond well in the classroom but demonstrate good and, at times, excellent standards of personal development. Their spiritual, moral, social and cultural development is outstanding. Many pupils display maturity beyond their years. They are sensitive to things of beauty and to the needs of others. They understand the need to adopt safe and healthy lifestyles and older pupils demonstrate this in the choices that they make. They contribute willingly to the school and the wider community and are well prepared for adult life in a multi-cultural society.

Levels of care, guidance and support for pupils are satisfactory. Pastoral care is strong. Staff respond readily to pupils and their families at times of need and provide effective support. Procedures for child protection, for minimising risks to pupils and for preventing bullying are robust, although some of the school's records do not yet meet current government requirements. Teachers give satisfactory academic guidance but systems for setting individual targets are only just developing, so some pupils do not really know how to improve their performance or the progress that they make.

Standards of attainment remain high because leadership and management are thorough. School self-evaluation is accurate because senior staff and governors collect a great deal of data and other first-hand information in their quest to maintain the pace of school improvement. It is typical that measures are already in hand to address the 2006 dip in standards, even though those results were anomalous. Subject leaders with management responsibilities undertake some monitoring, but do not have enough opportunities to sample lessons as part of their checks on standards and quality. Nevertheless, improvement since the last inspection has been good. The school provides good value for money and is well placed to improve further.

## **What the school should do to improve further**

- Ensure that all pupils have personal targets and understand clearly how they can improve their work.
- Give subject leaders a more prominent role in monitoring the work of the school.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Children's attainment on entry to school is broadly average. They make good progress in the Foundation Stage and by the time that they transfer to Year 1, standards are beginning to edge above those normally expected of five year olds, especially in relation to their personal, social and emotional development. In recent years, the school has established a strong track record in the national tests for seven and eleven year olds. Standards have regularly been significantly above average and in 2005 standards in English, mathematics and science were exceptionally high by the end of Year 6. The 2006 national tests showed a slight decline in the school's results but nevertheless the school's thorough assessment records indicate that these pupils made good progress in relation to their starting points. Pupils throughout the school, including those who have joined the school later than others, or who have learning or behavioural difficulties, are achieving well. Many pupils currently in Years 2 and 6 are already exceeding nationally expected standards for the end of the school year.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy school, participate wholeheartedly and relate well to staff and fellow pupils. The behaviour of older pupils is exemplary, although some younger pupils have yet to settle to such consistently high standards. Pupils' spiritual, social, moral and cultural development is outstanding. Pupils have good insights into human emotions and act on a clear understanding of what is right. They make an outstanding contribution to the school and wider community by participating in the school council, devising class rules, helping younger pupils and supporting charities. Pupils become really responsible and mature. They show this by adopting safe and healthy lifestyles, by conscientious working habits and by striving to succeed. As a result, they are well prepared for secondary education, adult life and for the world of work. Pupils' enjoyment of their learning is reflected in good attendance.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers plan their lessons thoroughly and make good provision for pupils with different capabilities. Teachers and teaching assistants work well together, particularly in support of the school's youngest children and those with learning difficulties or disabilities. Teachers have high expectations of their pupils. This is particularly apparent in Years 3 to 6, where pupils benefit from challenging tasks that allow them to develop independence and to take responsibility for their work. Positive relationships with staff encourage pupils to grow in confidence and rise to the challenge to do their best. Most teachers manage pupils' behaviour effectively but in a small minority of lessons, low level disruption slows the pace of learning.

### Curriculum and other activities

#### Grade: 2

The curriculum has improved since the last inspection and is now good. The school has been forward looking by introducing French for all pupils in Years 1 to 6 and there have been improvements in the provision for pupils' cultural development. The school has upgraded its resources for information and communication technology (ICT), though some pupils do not use ICT fully in other subjects. The school modifies its curriculum effectively, so that pupils of all abilities, including those with learning difficulties, achieve well. Pupils particularly enjoy the wide range of activities outside lessons, such as the residential visit for Year 6 and events like 'Health Week'. Parents and pupils appreciate the many extra-curricular activities, especially in sport and music, where beneficial links with the local secondary school add to current provision.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory. Pastoral care of pupils is strong. Staff are highly committed to ensuring that pupils are safe and secure. There are effective procedures for preventing bullying, including training older pupils to deal with potential conflict. In this respect, the 'Playground Peacemakers' do a good job. Risk assessments are thorough and staff have received recent training to ensure a consistent response to child protection matters. The school is taking urgent steps to ensure that its staff records meet current requirements. The school has effective partnerships with outside agencies which ensure that pupils with learning difficulties or other vulnerable pupils get the support that they need. However, although teachers advise individual pupils, current target-setting does not always ensure that all pupils know how to improve their learning.

## **Leadership and management**

### **Grade: 2**

Effective leadership and management are central to the school's success in maintaining high standards. The headteacher promotes consistent educational values. His vision for the school inspires confidence and commitment from the staff. Other staff with management responsibilities do a good job and contribute to school improvement, although there is scope to give subject leaders a more prominent role in checking on standards and quality. Nevertheless, school self-evaluation is both thorough and accurate. A particular strength is the way in which senior staff use performance data to identify and address potential weaknesses, for example following the 2006 national tests. Governors discharge their duties well. They gather a wealth of first-hand information, which they use effectively to support the school and to hold it to account. This approach gives the school a good capacity for further improvement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

16 October 2006

Dear Children

Brookside Primary School, School Green, East Leake, Loughborough, Leicestershire, LE12 6LG

You may remember that the inspectors visited your school a little while ago. Thank you for making our visit so enjoyable and for taking time to talk to us and to answer our questions. I thought that you would like to hear what we found out about your school.

There are many good things happening in your school :

- Almost all of you make the progress that you should in English, mathematics and science and overall standards are high.
- You enjoy school because teachers, visitors and special events make learning interesting.
- You get on very well with one another and older pupils are mature, sensible and enjoy work that really makes them think.
- There are lots of activities that allow you to work in teams, solve problems and take responsibility for what you learn.
- Your teachers and other adults help you when you have problems and make sure that you are safe.
- Mr Dizon, the staff, governors and pupils work hard to make the school a better place

There are a few things that could be even better. Although most of you behave well, those who sometimes find it difficult to be on their best behaviour could help by making an extra effort to settle quickly to their work. We have also asked your teachers to make sure that you all understand your personal targets and how to achieve them. Finally we have asked Mr Dizon to make time for all teachers to check how well you are doing in the various different subjects.

I hope that you will all continue to work hard and do well.

Yours sincerely

Glynn Storer

(Lead Inspector)