

# Brockington College

## Inspection report

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<b>Unique Reference Number</b>	120302
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313580
<b>Inspection date</b>	21 May 2008
<b>Reporting inspector</b>	Davinder Dosanjh HMI

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

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<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	775
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Dunnett
<b>Headteacher</b>	Vanessa Hood
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Blaby Road Enderby Leicester LE19 4AQ
<b>Telephone number</b>	01162 863722
<b>Fax number</b>	01162 849365

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<b>Age group</b>	11–14
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## Introduction

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

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; personal development and well-being; teaching and learning; and leadership and management. Evidence was gathered from: the school's self-evaluation; achievement and standards information; observation of lessons; scrutiny of documentation provided by the school; observation of the school at work; discussion with senior and middle managers; talking to governors and students; and an analysis of parents' questionnaires.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Brockington College is smaller than most secondary schools but a larger High School than most in Leicestershire. Most students are White British. Other students are from a range of minority ethnic backgrounds, with the largest group being of Indian heritage. The proportions of students claiming free school meals and those with learning difficulties and/or disabilities are below average. The school moved into a new building in November 2007. It gained joint specialist status in technology in January 2008 with Lutterworth High School and Lutterworth College.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brockington College is a good school with some outstanding features. It is a caring and inclusive school where students feel safe. The Every Child Matters agenda is given high priority. Students are polite and show respect for each other, the staff and the values of the school. They have responded well to the move to the new building and settled in very well.

Personal development and well-being are outstanding. Students have an excellent understanding of how important it is to develop a healthy lifestyle, which is encouraged by healthy food in the school canteen. Participation in sporting events is high. The school achieved Sportsmark in 2007. Attendance and behaviour are good. The school has worked hard to improve both these areas by ensuring celebrations of attendance, behaviour and good work happen on a regular basis. Students are eager to gain merit marks, postcards home for good work and to be included in the merit draw prize. The number of exclusions is low and continues to fall. Students make an excellent contribution to the community. Some older students act as PALS (pupils available to listen) and they are attached to Year 7 tutor groups so that new students into the school are well supported. The anti-bullying group plays an active part in school life, which includes distributing newsletters and participation in assemblies. Students enjoy school, and speak highly of the many opportunities available to them and enjoy taking on responsibilities as house leaders and eco warriors. The students select the charities they will support and they have successfully helped a school in Kenya. Spiritual, moral, social and cultural development is outstanding and embraced well across the curriculum. Students develop a strong respect for other cultures and beliefs, and a high level of understanding of rights and responsibilities. The development of students' literacy and enterprise skills is good but the full potential of information and communication technology (ICT) is not yet utilised in the new building.

Care is outstanding, and support and guidance are good. There is a strong pastoral team. Vulnerable students are provided with a secure and stable environment. Safeguarding procedures are comprehensive and robust. There is good provision for careers advice and guidance, preparing students well for their future lives. The school has developed systems for tracking student progress but these are not sufficiently rigorous, so intervention to tackle potential underachievement is not always timely and successful.

Achievement and standards are good overall. Students enter the school in Year 7 with standards that are broadly average and they make good progress by the time they leave school at the end of Year 9. Results in national tests at the end of Year 9 are above average and, in particular, have continued to improve in English over the last three years. The progress students now make in English is outstanding. In mathematics and science, the percentage of students achieving the higher levels has decreased. Science shows a declining trend in performance and this has been a priority area for the school. Current data on progress indicates that students in Year 9 are on course to achieve their challenging targets.

Teaching and learning are good overall. In the best lessons, students are engaged and teachers make good use of a range of stimulating activities and tasks. There are opportunities for students to work collaboratively, and effective questioning challenges the students. Lessons are well planned and take into account the learning needs of different students. Relationships between students and staff are good. In other lessons, there are insufficient challenges for students in the tasks and activities set. The school recognises that assessment and marking are areas for

further development. Whilst good practice is evident in the school, it is inconsistent as not all marking of work guides pupils on how to improve.

The good curriculum is broad and meets the needs of individual students well. It is kept under constant review. There is good liaison with local schools to ensure curriculum continuity after students move on at the end of Year 9, with work being undertaken in subjects to prepare students for their next school. The development of the Lutterworth, Brockington Learning Community is enabling local schools to work towards a better 11-19 learning experience for students. The range of extra-curricular activities, including creative, aesthetic, cultural and sporting opportunities, is wide. Students take part in a sports leadership award, various music bands and trips abroad to places like Barcelona. In addition, there are booster classes targeted at students who may be underachieving or need extra support.

The new building has taken up much of the senior leadership's time and has led to the successful move in November 2007. The headteacher and senior leadership team are dedicated and committed and provide clear direction. They have a thorough understanding of the strengths and weaknesses of the school. This is not a complacent school. The school has had to deal with significant staffing changes over the last five years and many curriculum leaders are new in post. Middle managers are enthusiastic; some are very strong in the monitoring and evaluation they undertake of their subject areas but this is not consistent across all departments. Some have a very good understanding of the priorities for improving achievement and standards while others have needed to intervene more. Senior managers have recognised the need for intervention and reviews have been carried out in subject areas, including those causing concern, which have led to clear actions and support. The observation of teaching and learning by senior leaders is now much more rigorous in tackling weaknesses.

Governors are very supportive of the school and take an active interest in all areas of the school's work. They discharge their duties effectively and provide good challenge to the school to ensure that achievement and standards continue to improve. It is too early to judge the impact of specialist status and its contribution to the life of the school. Parents' questionnaires show that a large majority are supportive of the school and one referred to the 'targets being set in most subjects and the well chosen and delivered clubs at lunchtime and after school' and the confidence gained by their children. A few parents raised concerns relating to staff absence and behaviour issues in mathematics, which the senior leadership are aware of, and are addressing. However, during the inspection behaviour in lessons and around the school was orderly and calm.

The school has made outstanding progress since the last inspection in addressing the areas for improvement. Music, modern foreign languages and ICT all show significant improvement and, with the improvements in English, show the school has a good capacity to improve further.

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

- Improve the quality and consistency of subject leadership, to ensure that monitoring leads to improvement.
- Improve the quality of teaching and learning by using best practice more effectively to raise achievement and ensure learning is challenging for all students.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 May 2008

Dear Students

Inspection of Brockington College, Enderby, LE19 4AQ

Thank you for the welcome you gave me when I visited your school recently and for talking with me and telling me about your school. The new building is impressive and a very pleasant environment in which to learn.

Brockington is a good school with some outstanding features. You enjoy school and feel safe. Your personal development is an outstanding feature of the school. There is high participation in sport and many of you take on responsibilities such as house leaders or PALS. It was interesting to hear about the range of charity work you undertake and the money you have raised. Your spiritual, moral, social and cultural development is outstanding and is covered in many exciting ways in the curriculum. Attendance and behaviour are good. Some of you certainly gain many merit marks and the school regularly celebrates your achievements. Brockington College provides you with excellent care and you know where to go for help. You make good progress by the time you leave the school, and results in the national tests at the end of Year 9 are above average. English results have continued to improve and the progress you make in English is outstanding. However, in mathematics and science the percentage of you achieving higher levels has decreased. You enjoy lessons when they are fun and you are given a range of challenging and interesting work. There is a wide variety of clubs at lunchtimes and after school which you enjoy taking part in.

The school is led well. Senior managers have a clear view of how the school is doing and where they can make improvements. There are some things that the school can do to become better. I have asked the headteacher and senior managers to:

- ensure that all staff who lead subject areas monitor and improve them effectively so you all achieve as well as you can
- use the best teaching as a model to help improve lessons across the school so you are all set interesting and challenging work.

The managers, teachers, governors and staff are very committed to their work. I encourage you to continue to support the school and I wish you every success in the future.

Yours sincerely

Davinder Dosanjh Her Majesty's Inspector

## Annex B

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