

Brookside Primary School

Inspection report - amended

Unique Reference Number	119989
Local Authority	Leicestershire
Inspection number	327170
Inspection date	12 January 2009
Reporting inspector	Terry Elston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4-10
Gender of pupils	Mixed
Number on roll	
School (total)	285
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Paul Saville
Headteacher	Lynn Bruce
Date of previous school inspection	14 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Copse Close Oadby Leicester LE2 4FU
Telephone number	01162 713680
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Age group	4-10
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how well the leaders ensure that the teaching and curriculum meet the needs of more able learners
- whether girls make sufficient progress
- the effectiveness of the school's provision to prevent bullying.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking of pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors 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

This is a large primary school with significantly more boys than girls. Over half the pupils come from Leicester City which is outside the school's catchment area. Over two thirds are of Asian or Asian British heritage. Nearly all speak English as an additional language and over a third are at an early stage of learning English. Gujarati and Punjabi are the most common mother tongues. The proportion of pupils eligible for free school meals is lower than average. The school has an Education Support Unit (ESU) for up to 20 pupils with moderate learning difficulties. The attainment of children on entry to the Early Years Foundation Stage (EYFS) is below that expected of their ages. There is a privately run Nursery on the site.

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 where pupils achieve well. A significant strength of the school lies in its excellent links with the local community, including representatives of a wide range of different faiths and ethnic backgrounds. These, together with the school's very strong links with other schools and charities in this country and abroad, ensure that pupils are extremely well prepared for living in a multicultural society. They also help to explain the high degree of racial harmony in school. The school has a very strong partnership with parents, who say how welcome they are made to feel. Many attend the assemblies and curriculum events organised for them, and they value highly the classes provided for them to learn English and other community languages.

Pupils speak highly of their good teachers whom they describe as 'fair', 'friendly' and 'always there to help'. Teachers place a high priority on language in their lessons, and explain things clearly so that all pupils understand the work. They make lessons exciting so that pupils really enjoy learning, look forward to school and attend regularly. Typical lessons are a good balance between the pupils learning new skills, working at tasks in pairs or groups and then having time for reflection at the end to assess their progress. Teachers make the rules clear so that pupils develop an excellent sense of right and wrong. As a result, behaviour is outstanding and acts of bullying are rare. Teaching assistants play an important part in lessons as they work effectively with small groups and support individual pupils who need extra help. The good teaching of pupils with learning difficulties and/or disabilities, including those in the ESU, means they make good progress towards challenging targets and are fully included in all school activities.

Pupils make good progress. They build well on their good start in the Reception classes so that by Year 2, standards are broadly in line with those found nationally. A highlight is their use and understanding of English, which improves rapidly and gives them confidence to tackle all subjects. Boys and girls do equally well. More able pupils make satisfactory progress, but not all are challenged sufficiently to enable them to attain the standards of which they are capable. By the time they leave in Year 5, pupils have continued to make good progress and their attainments in English, mathematics and science are above those expected of their ages. The only weakness lies in their investigational skills in both mathematics and science. The school recognises the need to give pupils more practice if they are to attain even higher standards in these subjects.

The teachers have developed a good, interesting curriculum that has a strong focus on basic literacy and numeracy skills, while providing many opportunities for pupils to enhance their talents in art and design, dance and music. The curriculum provides much to teach pupils about how to stay healthy and keep safe, and they speak with authority on the best foods to eat, how to stay safe and the hazards of smoking and drugs. There is a wide range of popular clubs at lunchtime and after school to enhance the curriculum and which contribute significantly to pupils' enjoyment of school.

Pupils develop their personal and social skills exceptionally well. They reflect deeply on those less fortunate than themselves and are very considerate of other's feelings. They are very eager to take responsibility for their community, and the school council and Eco Committee lead the way in helping pupils understand the need to take care of their school and conserve energy.

Parents think highly of the school and, as one put it, the 'great start it gives the children'. They appreciate the very high quality of the care, support and guidance that makes their children feel safe and valued. Safeguarding procedures are rigorous and reviewed regularly. The staff

track pupils' progress very carefully and use the data well to support those who are falling behind.

The headteacher leads well, with high expectations of the school and a strong focus on ensuring that all pupils, whatever their background, have every opportunity to succeed. Other leaders support the headteacher effectively, and work well as a closely-knit team to analyse the school's performance, including the impact of its work to promote community cohesion, and to set priorities to make improvements in all aspects of its work. The well-informed governing body provides good support to the school and is not afraid to challenge the leaders' decisions.

The school has made good improvements since the last inspection, particularly in the assessment systems and the accommodation, and it is well set to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well in the EYFS. Although standards, other than in physical and creative development, are below average at the end of Reception, the particularly good teaching of language skills helps children make very good progress in speaking, listening, reading and writing, from their below average starting points.

The good leadership and management of the EYFS have helped create a strong sense of teamwork with a clear view of how the staff can build on their good practice. The key workers and support staff are very effective in meeting the learning and welfare needs of the children. They make accurate observations and assessments that help evaluate children's progress and inform future planning. The staff make good use of the outdoor learning facilities and are not afraid to encourage children to take calculated risks. For example, children learn about safe use of woodworking tools and then, following initial supervision, use them on their own. There is a good balance between teacher-led and independent activities that develop children's creative and physical skills particularly well while encouraging them to think for themselves.

Parents are right to feel that their children are cared for exceptionally well. The staff build strong relationships with parents that help children settle quickly into school. Safeguarding procedures are robust and the EYFS provides a safe environment in which the children relate very well to each other and to other adults. The adults successfully help children learn to take responsibility and follow class rules. They ensure that children work at tasks that are well matched to their abilities so that they enjoy school, grow in confidence and learn quickly.

What the school should do to improve further

- In Key Stage 1, provide more to challenge the more able pupils so that they attain the high standards of which they are capable.
- In Key Stage 2, give pupils more opportunities to develop their investigational skills in science and mathematics.

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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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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 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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	1
How well does the school contribute to community cohesion?	1
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**

13 January 2009

Dear Pupils

Inspection of Brookside Primary School, Oadby, LE2 4FU

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. Those of you who were kind enough to speak to us showed how proud you are of your school. You are right to be, because it is a good school.

What we found out about your school.

- You work very hard and make good progress.
- Your behaviour is outstanding, both in class and out in the playground.
- You get on very well with pupils from all sorts of backgrounds.
- You know a lot about how to stay safe and live healthy lives.
- You do much to help people who are not as fortunate as you.
- The leaders are good at running the school and know how to improve things.
- You love the many clubs at lunchtime and after school that teach you important skills in things like music and sport.
- Your teachers are doing a good job. They work very hard to plan interesting work and make your lessons fun.
- All staff at the school take really good care of you and keep you safe.

What we would like the school to do now.

- Make sure that those of you in Years 1 and 2 who find learning easy have work to do that is challenging and makes the most of your abilities. You can help by always trying to do your very best work.
- Give you more opportunities to do investigations in mathematics and science in Years 3 to 6.

Good luck for the future!

Yours sincerely

Terry Elston

Lead inspector