

Brooke Hill Primary School

Inspection report

Unique Reference Number	120046
Local Authority	Rutland
Inspection number	327186
Inspection date	5 November 2008
Reporting inspector	Dorothy Bathgate HMI

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	316
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	Mr Craig Berridge
Headteacher	Mrs Sharon Milner
Date of previous school inspection	12 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Brooke Road Oakham Rutland LE15 6HQ
Telephone number	01572 724214
Fax number	01572 723782

Age group	3–11
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Introduction

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

The inspection evaluated the overall effectiveness of the school and investigated the following issues: teaching and learning, personal development and well-being and care, guidance and support. Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data and tracking documentation, as well as discussions with the senior management team, staff, pupils and governor representatives. 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 detailed in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Brooke Hill Primary School is a larger than average, open-plan primary school. Pupils enter the school with knowledge, skills and understanding that are broadly in line with expectations. The proportion of pupils eligible for free school meals is below average. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The school includes a nursery as part of its Early Years Foundation Stage (EYFS) provision.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Brooke Hill is an outstanding school, which provides its pupils with a high level of care and exceptional opportunities to learn and achieve to their full potential. The school has created a happy and vibrant atmosphere where pupils of all abilities do their best. The success of the school is reflected in the pupils' enthusiasm and passion for learning, as well in their regular attendance. Parents' views of the school are overwhelmingly positive. The school is successful because leadership and management are outstanding, with a strong commitment to provide children with the best education possible. All staff and governors share this vision, drive and determination to succeed and together they have created a recipe for success.

Outstanding teaching ensures that pupils make exceptional progress across the school. There is a clear trend of consistently high standards over time and, overall, standards are excellent. Robust assessment and tracking systems clearly demonstrate that all pupils make outstanding progress. By the end of Year 2 in 2008, standards were well above average in reading and mathematics, and exceptionally high in writing. By the end of Year 6, standards are consistently well above average and often exceptionally high. The work of pupils currently in Year 6 and the school's accurate assessments of their performance show that the school is set to maintain these very high standards. Progress is tracked and monitored rigorously and any identified weaknesses are quickly remedied. Consequently, all pupils are doing as well as they can. Notably, in contrast to the national trend, boys do particularly well. Their progress in relation to their starting points and prior attainment is significantly better than the progress made by boys attending schools in similar contexts.

Central to the pupils' excellent progress in this school is the outstanding work of their teachers. There is a strong sense of team unity amongst all staff as they work together to maximise the quality of what goes on in each class area. There are many strong features of teaching and learning. A key strength is teachers' skill at diagnosing pupils' individual needs. They use the outcomes of assessment very effectively to plan tasks that are very well matched to individual needs and abilities. Consequently, all pupils make excellent progress in lessons. Pupils say that they enjoy their lessons because teachers make them interesting and fun. The inspection team observed many examples of energetic and enthusiastic teaching that inspired high levels of motivation from the children. Teaching assistants make a valuable contribution to group activities but are not always used effectively in introductory sessions or the ends of lessons. Learning for a purpose is a dominant feature of the teaching. Pupils with learning difficulties and/or disabilities enjoy excellent support and consequently they achieve as well as their peers and participate as fully as possible in all lessons.

An outstanding and vibrant curriculum enhances the quality of teaching and learning and inspires pupils. An exemplary feature is the attention given to teaching subjects other than English, mathematics and science, while retaining a firm focus on developing pupils' literacy, numeracy and scientific skills through a project approach. An extensive range of clubs and extra-curricular activities enhances the curriculum and over 90% of pupils participate.

The head teacher's leadership is excellent and has been a key factor in ensuring that the school has continued to make exceptional progress since the last inspection. She ensures that all staff and governors share a clear vision and a commitment towards placing the needs of all pupils, regardless of their abilities, at the heart of the day-to-day life of the school. Consequently, equality of opportunity for pupils is outstanding. The school's processes for self-evaluation

are robust and take account of the views of staff, governors and parents. Accurate self-evaluation leads to effective action being taken through sharp, focused school improvement planning. The professional development of all staff is a high priority. Performance management is successfully linked to improving pupils' academic success. Good links exist with a wide range of partners and this helps to promote community cohesion and support the pupils well. There is regular monitoring and evaluation of teaching, which is effective in raising standards. The governance of the school is outstanding and governors offer excellent levels of support and challenge, with no room for complacency.

Care, guidance and support are exceptional and contribute strongly to pupils' progress, enjoyment and well-being. Child protection procedures are fully in place. Arrangements for ensuring health, safety and welfare are robust and risk assessments are undertaken regularly. There are effective partnerships with parents and with a range of local agencies that safeguard the needs of the most vulnerable pupils, including those with learning difficulties and/or disabilities. Academic guidance for pupils is of the highest quality. Practical guidance is given to pupils through individual targets that provide challenge at all levels, as well as regular feedback on how to improve their work.

As a result of the very high quality care, pupils' personal development is outstanding. Pupils thoroughly enjoy school and feel very safe within its supportive environment. A lively breakfast club provides an excellent start to the day for many pupils and contributes effectively to their social development, as well as to their enjoyment of school. Pupils are developing excellent literacy, numeracy, and information and communication technology (ICT) skills, and they are outstandingly well prepared for the next stage in their education, as well as for their roles as future citizens. The school rightly prides itself in creating a warm and caring ethos where positive relationships exist at all levels. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils and parents welcome the high priority given to promoting healthy lifestyles. The school's excellent work in this area is recognised through the Healthy Schools Award and the Active Mark. Through a highly effective school council, pupils know they are listened to and that their opinions matter. Consequently, they feel highly valued as individuals. They enjoy taking responsibility, for example, as playground buddies, games squad volunteers, or as litter squad 'Wombles'.

The very high standards achieved consistently over time, together with the excellent leadership and the improvements made since the last inspection, show that the school has an outstanding capacity to maintain the high quality of its work and to continue improving further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The effectiveness of the EYFS is outstanding because the excellent teaching, care and curriculum enable children to make rapid progress. As a result, the majority of children make good gains and meet or exceed the goals expected for them at the end of the Reception year. Induction arrangements are excellent and adapted carefully to individual needs. Consequently, children settle quickly and feel safe and happy. One parent wrote, 'I couldn't have wished for a better start at school for my child.' This sums up the views of many. Much of this success is due to the rigorous tracking of each child's progress and subsequent adjustments to provision. Children make very good progress in all areas of learning, and exceptional progress in their personal, social and emotional development. They are encouraged to become independent, make choices and take on responsibilities. They quickly learn to take turns, to share and to work together because these experiences are integrated into all their learning experiences. The richness and

variety of the curriculum in the Reception classes provides these young children with constant pleasure, excitement and adventure. The outdoor areas provide imaginative and safe areas in which children can play and learn. The Reception area in particular offers excellent opportunities for challenge and stimulation. Leadership and management of the EYFS are outstanding.

What the school should do to improve further

- Extend the role of teaching assistants in supporting teaching and learning, specifically in introductory sessions and the end of lessons.

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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?	1
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	1

Effectiveness of the Early Years Foundation Stage

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

Achievement and standards

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

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	1
The extent to which learners enjoy their education	1
The attendance of learners	2
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

6 November 2008

Dear Pupils

Inspection of Brooke Hill Primary School, Oakham, LE15 6HQ

It was lovely to visit your school recently and you all made me feel so welcome. Thank you very much. I really enjoyed talking to many of you during my visit. I particularly enjoyed meeting the pupils in the Reception class who were busy making sequin Diwali cards and clay diva lamps. I also enjoyed listening to some of the Year 1 children who were speaking and listening to each other about their firework night experiences. I was impressed with the children in Year 6 who demonstrated a mature attitude to their numeracy work, particularly those who were trying to solve the problem of working out the thickness of pages in different books. That was quite a challenge! It was great to see all the Key Stage 2 children enjoying their special basketball coaching sessions, despite the very wet weather!

You told me that you think Brooke Hill is a very good school and that you are very proud of it. You are quite right to be proud of your school because Brooke Hill Primary is outstanding! Your behaviour is excellent both inside the classroom and outside in the playground. Well done! Your head teacher and teachers work extremely hard to help you in every way they can, and you all work well together in a calm, caring environment. You all feel very safe in school and trust your friends and all the staff.

By the end of your time at Brooke Hill you are very well prepared for the next stage in your education and for your role as future citizens. This is because of the high standards you achieve in your work, your enthusiastic participation in a wide range of clubs, as well as the good contributions you make to your school community.

However, even excellent schools like Brooke Hill can make some things better. Your teaching assistants are a great help to your teachers and they are particularly good at helping you with your group activities. We have asked your headteacher to make sure that they help you in the introductory and plenary sessions of lessons as well, to make sure that you get as much support as possible in every lesson.

Thank you for such an enjoyable day. Keep up the excellent work and always remember to do your best!

Your sincerley

Dorothy Bathgate

Her Majesty's Inspector