

# Brookside Primary School

## Inspection report

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<b>Unique Reference Number</b>	122637
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340185
<b>Inspection dates</b>	3–4 February 2010
<b>Reporting inspector</b>	Declan McCauley

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Evans
<b>Headteacher</b>	Gary Kenny
<b>Date of previous school inspection</b>	2 October 2006
<b>School address</b>	School Green East Leake Loughborough
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of their time looking at learning. They visited 18 lessons, and held meetings with the Chair of the Governing Body, staff, and groups of pupils and parents. They observed the school's work and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, governing body minutes and records of pupils' progress. They considered the responses in questionnaires from staff, pupils and 92 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following aspects:

- the quality of teaching and its impact on the progress made by pupils in Key Stages 1 and 2
- the impact of the monitoring carried out by the middle leaders in their subjects
- how effectively the school leaders are working to ensure consistency in the quality of teaching throughout the whole school
- how well assessment is used to support pupils in their learning.

## Information about the school

The school is a smaller than average sized primary school located between Nottingham and Loughborough. A very small minority of pupils come from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is below average. A few pupils have special educational needs and/or disabilities.

The school has gained many awards including the National Healthy Schools Status, Activemark, Sportsmark, International Schools, Dyslexia Friendly Status and the Basic Skills Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Brookside is a very welcoming and happy school which provides a good education. It is improving quickly under the headteacher's good leadership and the vast majority of parents and carers are pleased with their children's experiences of school. Pupils are provided with good opportunities to learn in a very safe environment. There have been many improvements since the last inspection. Teaching is improving and the vast majority of pupils are making good progress in many lessons. However, there are still some inconsistencies in teachers' use of assessment and the amount of challenge they provide, particularly at the start of Key Stage 2. As a result, pupils' progress slows because they are not taking an active enough part in lessons and improving their learning. Further work is now needed to ensure that all teaching is of the consistently high quality evident in the Early Years Foundation Stage and at the end of Key Stage 2. By the end of Year 6, pupils' attainment is about the national average. The use of information and communication technology (ICT) by pupils and in lessons is underdeveloped.

The school's self-evaluation procedures provide the senior leaders with accurate knowledge of where improvements are needed. Collectively, the governing body and headteacher are well focused on further improving pupils' attainment and progress. They have rightly introduced strategies to develop the importance of key staff leading improvement in specific subjects in order to provide increased challenge for all pupils. Middle leaders have been given responsibility for undertaking rigorous monitoring of their subjects and this has contributed to recent improvements.

## What does the school need to do to improve further?

- Improve the progress made by pupils in English and mathematics in Key Stage 2 by:
  - ensuring greater consistency in the quality of teaching so that there is increased challenge for all pupils
  - improving the pace of lessons to ensure that all pupils are engaged fully in learning and make consistently good progress throughout school
  - enabling all teachers to use marking consistently to identify the next steps in learning for all pupils
  - making sure that all teachers allow greater opportunities for pupils to engage in active learning activities during the majority of lessons.
- Use ICT more effectively throughout the whole school to fully engage all pupils in

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learning by:

- ensuring all teachers consistently use ICT in their teaching
- making sure that pupils build appropriately upon prior learning in ICT as they progress through the school
- providing opportunities for pupils to use appropriate software packages as part of their everyday learning
- making greater use in lessons of multimedia clips to stimulate learning
- using ICT to embrace learning across the curriculum
- establishing the starting point and tracking the progress made by pupils in learning new ICT skills.

**Outcomes for individuals and groups of pupils****2**

Pupils are resoundingly positive about their school and enjoy being involved in aspects of school life. They particularly enjoy exciting interactive lessons that help them to learn. Attainment at the end of Year 6 is about the national average in English and mathematics. In most of the lessons observed, pupils made good progress and achieved the challenging targets expected of them. In the majority of lessons, activities are planned well to meet the individual needs of the pupils. Support for pupils with special educational needs and/or disabilities is good. In many classes teaching assistants have a good understanding of these pupils' needs enabling them to make good progress.

Pupils are caring and very supportive of others; they behave well at all times. The school is successful in encouraging pupils to adopt healthy lifestyles. By growing vegetables in the school garden and providing them for cooking in the kitchen, pupils actively consider the importance of sustainability and eating healthily. A broad range of activities are run after school and the take up by pupils is extremely high. Pupils say that they feel extremely safe and well-cared for at school. They are exceedingly confident that they can talk to adults if they have any concerns and that these will be resolved promptly. They enjoy taking on responsibilities and participate enthusiastically in fund-raising activities to help those less fortunate than themselves. Pupils were recently involved in raising money for victims of the earthquake in Haiti. The school council is very active and contributes successfully to the life of the school. Pupils' attendance is above average and, as a result of their good grounding in basic literary and numeric skills, they are prepared well for their future. Pupils' spiritual, moral, social and cultural development is good. They are considerate of others' feelings and emotions and reflect well on moral dilemmas. For example, in an assembly, pupils considered the need to be respectful of others no matter what their ethnic background.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the best lessons teachers maintain a good pace of learning throughout and ensure that activities are matched well to pupils' abilities. In many lessons teachers use questioning skills very effectively to provide challenge for pupils. This helps teachers understand the impact of their teaching on pupils' learning. Information communication technology is used in a few of these lessons to very good effect, inspiring pupils' enthusiasm for learning. When teaching is less effective, planning does not always allow all pupils to make as much progress as they could. Most teachers assess how the pupils are learning and the progress they are making using a range of effective processes. Target books contain detailed information about National Curriculum levels in a language which pupils understand so that they can be used to monitor the progress they are making.

Marking of pupils' work is satisfactory overall. At its best, marking is used very effectively to identify the next steps which pupils must take to improve their work. Some pupils are even involved in effectively assessing the work of their peers. In a few classes, marking is not so well focused on improvement.

Boys' and girls' needs are met well within all classes because the curriculum has been designed with their interests in mind. The school has accurately identified the need to develop ICT has a tool to promote more effective learning. In a few classes teachers use ICT to its full potential to motivate and engage pupils in learning, but it would appear it is not used consistently by pupils throughout school. Good opportunities are provided for pupils to reflect on aspects of their learning, particularly through the social and emotional aspects of learning programme and the provision for personal social and

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health education. A good range of visits, visitors and after-school clubs enhance the curriculum well. Staff at the school know the pupils well and take good care of them. Pupils with special educational needs and/or disabilities are particularly well supported through very effective tracking and monitoring processes. Transition arrangements between key stages and year groups work smoothly because of careful liaison between staff.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leaders of the school, including the governing body, are motivated to improve the quality of education being provided and improve pupils' progress further. They have an accurate picture of the school's strengths and the areas where improvement is needed. The school's improvement plan sets out improvement priorities which are clearly identified and relevant to school improvement. These have been discussed in detail by all those involved in bringing about the improvements. Although the school's senior leadership team is relatively new, it has established a track record in improving attendance between 2007 and 2009. Progress made by pupils in Year 3 and Year 4 has also shown a year on year increase since 2007. The monitoring of teaching and learning is carried out rigorously by subject leaders and senior leaders. Effective strategies to evaluate the quality of work in classrooms have been implemented and used to identify areas for improvement. There is evidence that the work of subject leaders on improving the quality of learning is having a positive impact on pupils' progress. The governing body has a thorough understanding of the workings of the school. Governors have put in place rigorous procedures which enable them to hold the school fully to account for its work. The governing body is both supportive and challenging in its relentless drive for improving the school. Governors discharge their responsibilities effectively. They work closely with the school to ensure that procedures of the highest quality are in place to keep all pupils safe.

The school works well with a range of partners to support the learning and well-being of pupils. Relationships with parents and carers are good, and this was very apparent when inspectors spoke with a number of them on the playground. The school seeks the views of parents and carers and acts upon them. Its website and mobile phone text messaging service demonstrates the commitment to working closely with parents and carers by sharing information to benefit the pupils' development. The school recognises its

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responsibilities for promoting full equality of opportunity and ensures that all pupils have equal chances to succeed in their education. It has a sound understanding of its own community and has plans in place to develop its understanding of the wider national and international communities. The positive impact of these plans is already apparent in school. The school is seen as an important part of the local community. It is resourced well overall and this has a positive impact on the standards attained by pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage team are highly skilled at helping children adjust to the school's routines and they settle very quickly and feel at home. When starting in the Reception class, children's skills and experiences are in line with those expected. The classroom is organised and planned well to provide an effective stimulating and lively learning environment in which children want to learn. Different activities are tailored carefully to ensure that all children experience a well-structured learning programme. There are opportunities for the free flow of play between the classroom and outside. Children feel safe in their learning environment. Play is an important focus for learning in this Early Years Foundation Stage and the children enjoy sharing resources and developing social skills. Good attention is given to making healthy choices and children are given opportunities to select healthy drinks and snacks. The teachers involved in leading the Early Years Foundation Stage have a shared vision and passion for the development needs of children. The leadership of these key staff is effective because the staff work well together as a team, closely monitoring and recording children's development. This ensures that they have a very good understanding of how much



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progress is being achieved and where further work is needed. This responsive tracking of children's development enables children to make good progress and be well-prepared for the start of Key Stage 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Nearly half of parents and carers returned the inspection questionnaire. A very large majority of these parents and carers were positive about the school and its work. A large number also wrote comments to expand upon their views. Many spoke in glowing terms about the school and praised the staff for their work helping their child to develop. One of the comments made by parents was, 'Brookside provides a fantastic, safe environment which nurtures, cares for and turns out well-rounded thoughtful children.' This comment typified the responses. A small number of parents raised concerns about some disruptive behaviour in classrooms. The inspection team investigated this issue and found that the school has effective processes in place for the management of any disruptive behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookside Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	68	28	30	1	1	0	0
The school keeps my child safe	61	66	30	33	1	1	0	0
The school informs me about my child's progress	46	50	45	49	1	1	0	0
My child is making enough progress at this school	55	60	35	38	1	1	0	0
The teaching is good at this school	58	63	32	35	0	0	0	0
The school helps me to support my child's learning	53	58	37	40	0	0	0	0
The school helps my child to have a healthy lifestyle	53	58	36	39	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	54	35	38	0	0	0	0
The school meets my child's particular needs	52	57	36	39	1	1	0	0
The school deals effectively with unacceptable behaviour	34	37	45	49	8	9	1	1
The school takes account of my suggestions and concerns	37	40	48	52	2	2	0	0
The school is led and managed effectively	49	53	41	45	1	1	0	0
Overall, I am happy with my child's experience at this school	63	68	28	30	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 February 2010

Dear Pupils

Inspection of Brookside Primary School, Loughborough, LE12 6LG

Thank you for welcoming the inspectors so warmly when we visited your school. We really enjoyed meeting you and talking with you to find out about your school. Thank you to everyone who also completed the pupils' questionnaires; they provided us with a great deal of information about your views. It is clear that you go to a very friendly and welcoming school. It provides you with a good education and it has some outstanding features, which you enjoy.

These are the main things that we found out about your school.

You behave very well at all times.

You enjoy school and always want to do your best.

You care well for others, both at school and in the wider community

You know the adults care for you and this makes you feel safe and gives you confidence to talk to them if you have any worries.

You like lessons that are interesting and help you to learn.

You know how to eat healthily and understand why that is important.

We have asked the school's leaders to do two things to help make it even better.

Improve the amount of progress which you make within your learning while in Key Stage 2.

Improve the use of ICT throughout school to make your lessons more exciting and help you in your learning.

We have many good memories about your school and hope that you achieve all the ambitions that you shared with us.

Yours sincerely

Declan McCauley

Lead Inspector

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