

Inspection of Brocks Hill Primary School

Howdon Road, Oadby, Leicester, Leicestershire LE2 5WP

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Cathryn Shilling. This school is part of Lionheart Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kathryn Kelly, and overseen by a board of trustees, chaired by Anne Lamb. There is also an executive headteacher, Sally Wicken, who is responsible for this school and two others.

Ofsted has not previously inspected Brocks Hill Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Brocks Hill Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils get a fantastic deal at Brocks Hill. They receive a high-quality education across the curriculum, and they benefit from an incredibly rich programme of personal development. Pupils are quite rightly very proud of their school and all the wonderful things they know and can do.

The school is run by ardent and dedicated leaders who set the highest goals for every pupil. Staff ensure that pupils reach these aims. Pupils' achievements in all subjects are exceptional. The way the school goes about helping pupils to develop their strength of character is also exceptional.

Classrooms are places where learning is cherished. The serene atmosphere that pervades Brocks Hill enables pupils to get the most out of every single lesson. Pupils mirror the attitudes and dispositions of the adults who teach and care for them. Staff are kind, enthusiastic and polite. So too are the pupils – their behaviour is exemplary.

A culture of respect has been well and truly established at Brocks Hill. It is a place where pupils feel safe. A place where they can be themselves. One pupil summed this up perfectly by saying, 'I like being able to be me – you can be yourself here.'

What does the school do well and what does it need to do better?

Pupils benefit from a very -well-thought-through curriculum. Carefully sequenced subject curriculums set out exactly how pupils will gain a rich, connected body of knowledge. The school's curriculum sets out for staff how their lessons will build on learning from previous years, and how their teaching links to what will come next. This means that pupils develop their knowledge and acquire new skills in a logical, progressive order. Carefully planned retrieval exercises help pupils to retain important information. Just as much thought has gone into how pupils will improve their vocabulary in each subject. As a result, pupils remember what they have learned in detail, and they can articulate and connect this knowledge fluently. In history, for instance, Year 6 pupils can talk confidently about the civilizations they studied earlier in key stage 2, drawing comparisons and citing differences between the ancient Greeks and the Mayans.

Staff are passionate about books and the power of reading. Their love of reading has certainly rubbed off on pupils. The school's newly refurbished library is a special place where pupils want to spend time. They look forward to weekly 'Book Club' sessions where they share what they are reading and hear recommendations from others. The reading journey at Brocks Hill starts the moment children join in Reception. Staff are experts in developing children's spoken language. They take every opportunity to introduce new words and extend children's communication skills. Pupils quickly learn to read accurately and fluently. Pupils enjoy the challenging texts they read in class. Staff show pupils how to dig deeper into these texts to gain a full understanding of what they are reading.

Pupils with special educational needs and/or disabilities (SEND) achieve very well. Staff make sure that pupils with SEND learn the same ambitious content as their classmates. The school has ensured that staff know how to adapt their lessons to make this happen. Parents and carers of pupils with SEND recognise and appreciate the first-rate care and precise support their children receive.

Pupils' behaviour is typically impeccable. The school ensures that all staff have the same high expectations and a consistent approach. As a result, pupils understand the benefits of behaving well.

Pupils strive to show their '6R values' of respect, responsibility, resourcefulness, resilience, reflection and reciprocity. By the time they reach Year 6, pupils have an advanced understanding of how these qualities help them to be successful learners and well-rounded citizens. In addition, all pupils can take part in the Lionheart Character Award. This is a structured programme of physical activity and outdoor learning designed to develop pupils' self-esteem, as well as their ability to lead and collaborate. The school is preparing pupils well for life in modern Britain. Pupils are very knowledgeable about British values and world faiths. They are interested in the different ways people choose to live their lives, respecting their right to do so. Pupils profit from a very wide range of clubs, roles, events and trips to develop their talents and interests.

The school ensures that staff receive high-quality training so they can teach the curriculum well. Staff really enjoy working at Brocks Hill and they appreciate the support provided by the trust. Leaders frequently monitor all aspects of school life to ensure that pupils consistently receive the very best.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need](#)

[of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139739
Local authority	Leicestershire
Inspection number	10242424
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	Board of trustees
Chair of trust	Anne Lamb
CEO of the trust	Kathryn Kelly
Headteacher	Sally Wicken (Executive Headteacher) Cathryn Shilling (Head of School)
Website	www.brockshill.org.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Brocks Hill Primary School converted to become an academy school in June 2013 as part of Lionheart Educational Trust. When its predecessor school, Brocks Hill Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the

school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in reading, mathematics, science, art and design, and physical education. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors also discussed the curriculums for music, design and technology, geography and history, and spoke to pupils about their learning in these subjects.
- Inspectors met with the executive headteacher and the head of school, subject leaders and a sample of teaching and support staff, including a teacher in the early stages of their teaching career. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour and personal development.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, the school development plan and documentation relating to pupils' behaviour, attendance and governance.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with executive leaders from Lionheart Educational Trust, as well as governors and trustees.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the Ofsted staff survey.

Inspection team

Shaun Carter, lead inspector	His Majesty's Inspector
Jeremy Spencer	Ofsted Inspector
Kathryn Hobbs	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023