

Brocks Hill Primary School

Inspection report

Unique Reference Number	120060
Local Authority	Leicestershire
Inspection number	327189
Inspection date	12 March 2009
Reporting inspector	Bogusia Matusiak-Varley

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)	258
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	Christine Swan
Headteacher	Robin Marlin
Date of previous school inspection	21 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Howdon Road Oadby Leicester LE2 5WP
Telephone number	0116 271 4885
Fax number	0116 271 5756

Age group	4–10
Inspection date	12 March 2009
Inspection number	327189

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- Whether the school's judgement of outstanding progress is justified.
- Whether pupils throughout the school are making sufficient progress in writing.
- Whether children in the Early Years Foundation Stage are given sufficient opportunities to develop their early writing skills.
- The extent to which the school promotes community cohesion successfully.

Evidence was gathered from a wide range of school documentation, lesson observations, and interviews with the headteacher, staff and members of the governing body. Interviews were also held with parents and pupils. Other aspects of the school's work were not investigated in detail, but 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

The school is a larger than average primary school and admits pupils from Oadby and the surrounding villages. Nearly half of the pupils are from Indian and Pakistani backgrounds, although a very small minority are at the early stages of learning English. A very small proportion of pupils have learning difficulties and/or disabilities and their needs include behavioural difficulties and speech and language problems. Early Years Foundation Stage provision is made in two Reception classes. The school has won many awards including, in 2008, Activemark and International Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils thrive on the excellent quality of education that they receive. The school's mission statement of 'Creative minds, active bodies, positive attitudes, individuals together' is reflected in many aspects of the school's work. Parents are overwhelmingly supportive of the school: 'We see our children flourish from day to day, I wish that my education had been half as good as that of my children,' said one parent, speaking for many. The school's success is attributable to the excellent leadership and management of the headteacher and her outstanding leadership team, who are dedicated to her educational philosophy of 'Learning should be fun, pupils need to see themselves as lifelong learners who contribute to making their community a better place.' Pupils have outstanding knowledge of one another's faiths and cultural values. A wide variety of community events hosted by the school enables families to learn about each other's customs and traditions. Pupils support many charities and have a clear understanding of how a basic lack of money affects many people's lives.

Standards pupils reach by the time they leave are consistently high compared to those expected of pupils of this age. Their achievement is exceptional in speaking and listening, reading, mathematics and science. In writing, pupils achieve well but because of some inconsistent use of assessment and an overuse of worksheets, they do not make quite such good progress as in other subjects. Pupils who speak English as an additional language and those with learning difficulties and/or disabilities are given the help that they need in order to attain high standards. Both these groups of pupils make very rapid progress as a result of clearly focused analysis of their needs and extremely well targeted support. From standards on entry that are broadly in line with expectations for their age, children generally make good progress in the Reception classes. Their rates of progress in personal, social and emotional development are outstanding. Children reach above average standards in all areas of learning other than writing, where their achievement is satisfactory and the standards they reach are average. Missed opportunities for writing and insufficient emphasis on basic skills, especially for more capable children, prevent them from progressing at a faster rate.

Pupils' personal development and well-being, as well as their spiritual, moral, social and cultural development, are outstanding. Pupils show high levels of independence, empathy towards others and respect for nature, and know the difference between right and wrong. They gain numerous awards for their work both in the local and international community. They are rightly proud of their role in protecting the environment, recycling waste and setting up enterprises so that children in South Africa can buy books for their library. These pupils are true international ambassadors who consider the needs of others at all times. They have partnered classes in India and Europe and are very keen to learn about life in different countries. Pupils love school, as reflected in their good attendance; behaviour is exemplary and all pupils are included in all aspects of school life. Pupils are very aware of healthy eating and their lunch boxes are a testament to this. They have very good awareness of personal safety, as demonstrated by their strong emphasis on 'sticking to the rules' during playtime games.

Pupils think the world of their school. Their enjoyment and achievement are excellent because of an outstanding curriculum which is exceptionally well thought out and is based on the needs of both pupils and the immediate community. A particular strength of the curriculum is the way staff plan work that is appropriate for the wide range of pupils' learning styles. Every opportunity is taken to learn outdoors on visits and trips, and many visitors, such as authors

and artists, work with the pupils. This has a particularly good impact on engaging boys in learning. The excellent range of popular clubs at lunchtime and after school hones pupils' outstanding skills in sport, music, creative arts and eco awareness. Pupils are exceptionally well prepared for the future because they have secure literacy, numeracy and information and communication technology (ICT) skills but, above all, they believe in themselves and their abilities to make a difference to the world.

The excellent teaching in this school is characterised by a 'hands on' approach to learning. Pupils are busy researching, planning, organising, asking questions of their teachers and of each other and solving problems. In an outstanding history lesson in Year 4, pupils were asked by a Roman legionnaire, a pupil in role, to help solve a problem in keeping drinks warm for soldiers working on building roads in inclement weather. Teachers are highly reflective practitioners who maintain outstanding relationships with their pupils and instil confidence to try out new ways of learning. ICT is used exceptionally well and classrooms are a hive of activity. Teachers have clear rules for behaviour and pupils hang on every word the teachers say.

Care, guidance and support from the Early Years Foundation Stage onwards are outstanding. Pupils know who to ask for help and they say they feel very safe in school. The school tracks pupils' progress and immediately puts in place intervention strategies to counter any minor underachievement. Marking is thorough and informative and target setting is accurate. Pupils know what they need to do to improve and parents are very appreciative of the academic guidance given to their children.

The outstanding leadership and management of the headteacher, senior leadership team and governing body are cornerstones of this school's success. This is underpinned by very thorough self-evaluation and appropriate targets for school improvement, based on a very rigorous analysis of pupils' barriers to learning and the community needs. The evaluation and promotion of community cohesion are outstanding. The school rightly sees itself at the heart of the community it serves. Governors hold the school to account and fulfil their statutory requirements exceptionally well. The school has made very good improvement since its last inspection, as evidenced from improving satisfactory provision to outstanding. As a result it has extremely secure capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Overall provision in the Early Years Foundation Stage is good. Children make good progress and this is recorded clearly. However, this information is not used sufficiently well to plan tasks for the more capable children, especially in writing. Teachers keep a wide range of children's work but do not annotate it sufficiently to identify the next steps in learning so that this can be shared regularly with parents. Teaching and learning are good. Relationships are outstanding. Children grow in confidence and make very fast gains in their personal, social and emotional development. The strong emphasis on developing children's speaking and listening skills ensures that nearly all children make very fast progress in this aspect of their learning. The unit is bright and stimulating with plenty of opportunities for children to learn through touch and smell. Activities such as planting cress and learning how to count backwards from 10 using outdoor activities contribute to children's enjoyment of learning. Welfare requirements are very robust and children feel very safe. Children make healthy choices in their snacks and treat toys with respect, making sure that everyone has a go and takes turns. The provision is well led and managed and staff have a clear understanding of improvements that need to be made.

What the school should do to improve further

- Raise standards in writing throughout the school by:
- ensuring that information from assessment is used to plan pupils' next steps of learning
- limiting the use of worksheets
- ensuring that children who find learning easy in the Early Years Foundation Stage are given more opportunities to develop their writing skills.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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	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?	1
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?	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?	1
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**

13 March 2009

Dear Pupils

Inspection of Brocks Hill Primary School, Leicester LE2 5WP

- Thank you for making us feel so very welcome in your fantastic school. You, together with your governors, excellent headteacher and staff, have created an outstanding school. You are making a real difference to both the local and international community by your involvement in environmental issues, fund raising and learning about one another's faiths and cultures. Your links with schools worldwide are outstanding. Highlights for us were watching you enjoying your lessons and behaving so well both in lessons and around the school. Here are some things we found out about your school.
- You make excellent progress in English, mathematics and science as you have very good attitudes to learning, you love school and you attend regularly.
- You learn exceptionally well in lessons because your teachers are brilliant, and they really make learning fun.
- You have access to an excellent range of learning opportunities, especially in sports and music.
- You are confident, responsible ambassadors for your school.
- You take very good care of one another and your knowledge of the environment is outstanding.
- You know your targets for improvement very well.
- You have excellent knowledge of healthy eating and being safe and you are very well prepared for secondary school.
- Your headteacher and governing body run the school expertly and know what your school needs to do to improve.
- Teachers and adults take exceptional care of you and help you if you have any problems.
- We would like you now to:
 - take more care in your writing and tell your teachers if you find the work too easy
 - not rely so much on worksheets but develop your writing without them
 - we would like those of you in the Early Years Foundation Stage who find learning easy to spend more time practising correct letter formation and write more about the things that you have done.

Best wishes for the future.

Yours faithfully

Bogusia Matusiak-Varley

Lead inspector