

# Inspection of a school judged good for overall effectiveness before September 2024: Brookside Primary School

School Green, East Leake, Loughborough, Leicestershire LE12 6LG

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Inspection dates:

19 and 20 November 2024

## Outcome

Brookside Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Gary Kenny. This school is part of Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Philip Palmer, and overseen by a board of trustees, chaired by Peter Foale.

## What is it like to attend this school?

Pupils thrive at this inclusive and nurturing school. The school has the highest expectations of every pupil. The curriculum is thoroughly planned and sequenced. Staff teach the curriculum very well. The school provides many rich learning opportunities for all pupils.

Pupils are happy and safe here. They talk with such enthusiasm about school life. From the early years to Year 6, pupils' behaviour in class, around the school and at breaktimes is exceptional. Pupils' relationships with each other and adults are strong and caring. They treat one another with the highest levels of respect and courtesy. Pupils have the freedom to express themselves as individuals.

Pupils are well prepared to become the active citizens and leaders of the future. They have an active voice in the school's pupil parliament. Pupils perform charity work in the local community and take care of the environment. Pupils develop their talents and interests in music and sport, including an annual Ultimate Frisbee tournament.

Parents and carers are overwhelmingly positive about the school. One parent represented the views of others by saying, 'I couldn't have asked for a better start to my children's education. I have nothing but praise for the headteacher and his staff.'

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

The school provides a high-quality education. It has identified the key knowledge it wants all pupils in mixed-age classes to learn, in all subjects. Pupils, including those with special educational needs and/or disabilities (SEND), produce work of a high standard and achieve well. Across the school, pupils demonstrate excellent subject knowledge and show a real love of learning. For example, in history, pupils talk confidently about the Tudors and in art pupils show a mature appreciation of the artist Kandinsky. The work given to pupils challenges them to do their best. Pupils take pride in their work.

Pupils revisit what they have learned through regular 'memory tasks'. These tasks help pupils retain important knowledge and make connections between previous and current learning. Staff are experts in the subjects they teach. They check precisely what pupils know. In reading and mathematics, for example, staff identify pupils who have gaps in their learning. These pupils receive high-quality extra support that helps them to improve.

Pupils with SEND receive highly effective support. Their needs are precisely identified. Staff adapt their teaching for pupils with SEND. As a result, these pupils access the full curriculum and are successful.

Reading is a priority across the school. Staff teach the school's phonics programme consistently well. They read to pupils every day. In the Reception Year, children learn to love stories and reading from an early age. For example, younger pupils talked enthusiastically about the 'three little pigs' in a story they had enjoyed. Older pupils continue to enjoy reading, tackling books of increasing difficulty with confidence. However, the range of literature used across the curriculum to promote reading for older pupils is too narrow. The books available to these pupils to read do not enable them to experience different types of texts or texts that explore other cultures and traditions.

Children get off to a very positive start in the early years. They have excellent opportunities to play and learn. They enjoy learning through well-thought-out activities. Staff prioritise children's personal, social and emotional development. Whether creating shapes with Plasticine, building with bricks or acting out stories, children learn to be curious, resilient and sociable. Staff engage meaningfully and purposefully with children. Routines are very well established.

Pupils attend well. The school monitors pupils' attendance closely. It works well with families to ensure that pupils attend as often as possible.

The curriculum for pupils' personal development is exceptional. Pupils broaden their horizons and develop their character during their time at this school. They have a mature understanding of equality, diversity and British values. Pupils have a strong understanding of world religions. They learn how to keep themselves healthy and safe. Pupils learn about the importance of good mental health and healthy relationships. They fundraise for a homeless charity and the choir entertains older residents in the local community. The school makes sure that trips, enrichment activities and clubs are open to all. Weekly

outdoor learning sessions help pupils to develop physically, socially and spiritually. The school helps pupils to become responsible and thoughtful citizens.

Staff are proud to work at the school and feel well supported. The school ensures that staff receive excellent regular training. Governors and members of the trust visit the school often. They understand the school extremely well and hold leaders to account highly effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The range of literature used across the curriculum to promote reading is not as broad as it needs to be. As a result, pupils do not have as much opportunity as they could to experience different types of texts or to develop a secure understanding of texts that explore other cultures and traditions. The school should ensure that pupils have access to a wide range of texts in the English curriculum and in other subjects.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Brookside Primary School, to be good for overall effectiveness in October 2018.

## 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

<b>Unique reference number</b>	146491
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10347682
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Foale
<b>CEO of the trust</b>	Philip Palmer
<b>Headteacher</b>	Gary Kenny
<b>Website</b>	<a href="http://www.brooksideprimary.co.uk">www.brooksideprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Brookside Primary School joined Equals Trust in March 2020.
- The school does not use any providers of alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held meetings with leaders responsible for behaviour, attendance, reading and personal development. The inspector also held discussions with the trust safeguarding officer and school curriculum leaders.
- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The inspector took account of the responses to the Ofsted online surveys for staff, pupils and parents.
- The inspector met with the chair of the local board of governors, governors, the CEO of the trust, the chair of the trust and representatives of the board of trustees.

### **Inspection team**

Stephen Long, lead inspector

Ofsted Inspector

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