

Inspection of a good school: Brockington College

Blaby Road, Enderby, Leicester, Leicestershire LE19 4AQ

Inspection dates:

15 and 16 November 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Leaders are ambitious for the school and want the best for pupils. They have a strong vision for the school, based on the school's Christian values. The school motto of 'learning to live life to the full' guides their work.

The curriculum is designed so that all subjects cover the important knowledge and skills that pupils will learn. Teachers make sure that their lessons follow these plans. However, not all teachers adapt the curriculum well to meet the needs of some pupils.

Not all pupils behave well in lessons. There are some pupils whose behaviour is disruptive. As a result, some pupils do not enjoy attending school. Their learning is hindered. Pupils do not always have the confidence to report issues that trouble them. Pupils say that they feel safe and that bullying is rare. Adults deal with incidents of bullying well.

The school has a well-thought-out personal development programme. This helps pupils to understand more about the world around them. However, some pupils struggle to remember the important knowledge that they have learned. Pupils have opportunities to take part in extra-curricular activities outside lessons. Teachers give good advice about the next stages in education.

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

Leaders have identified the key areas for improvement for the school and are putting appropriate plans in place. They work closely with governors, staff and members of the Embrace Trust to monitor the work of the school.

Leaders have ensured that the curriculum is ambitious and meets the requirements of the national curriculum. It builds pupils' knowledge and skills over time in a logical sequence. The aims of each subject have been carefully considered. There is a consistent approach to assessment.

Teachers cover the topics set out in the curriculum plan. Lessons follow a consistent pattern. Teachers present information clearly and use subject-specific terminology. In most lessons, teachers check pupils' understanding regularly, and adapt their plans accordingly. However, this is not consistently the case. Sometimes, teachers move on to the next stage of learning too quickly, before pupils are secure in their understanding. As a result, some pupils do not achieve as well as they could.

Pupils enjoy reading and have regular opportunities to share books. They talk confidently about the books that they have read.

Teachers' subject knowledge is strong. Leaders provide regular professional development and this enables teachers to keep their skills up to date. Teachers say that leaders consider the issue of workload to avoid unnecessary burdens.

The school has detailed records for pupils with special educational needs and/or disabilities (SEND). Leaders identify a range of strategies to support these pupils in class. When these are in place, pupils make good progress. However, the extent to which all staff use the information provided is too variable. For some pupils with SEND, their academic needs are not well met. Parents and carers who expressed an opinion shared their concerns.

Most pupils behave well in lessons and around the school. However, a significant number of pupils and parents raise concerns about the behaviour of a minority of pupils who disrupt learning. This became worse at the start of the new school year. Leaders have put new systems in place to address this, and they are beginning to have an impact.

Pupils say that a small group of pupils use derogatory language around school, including homophobic and sexualised language, which they say is frequent. Although leaders take this seriously, pupils rarely report it because they do not think that their concerns will be resolved.

Leaders have designed a comprehensive programme for personal development. Pupils receive good advice about future options for careers and further study. There is a good range of clubs and activities. These help to develop pupils' talents and interests.

Leaders and teachers have given good support for pupils during the pandemic to minimise the impact on learning. Where necessary, the curriculum has been adapted to ensure that any gaps are covered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put rigorous and effective systems in place. Concerns are recorded and acted upon. Leaders analyse the information to identify and manage risks. Staff receive good-quality training and understand their responsibilities well.

Pupils feel safe in school. They know who to go to if they are worried, and they are confident that their concerns will be taken seriously. They learn how to keep themselves safe, including how to stay safe online. Pupils learn about the impact of harmful behaviours, such as inappropriate comments, and want this work to continue.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teachers move on to the next stage of learning when some pupils are not secure in their understanding. As a result, misconceptions are not always identified nor corrected. Some pupils have gaps in their knowledge, including pupils with SEND. Teachers need to ensure pupils' understanding is secure in all subjects, especially for those pupils with SEND, before they move on to new learning.
- A minority of pupils engage in poor behaviour during lessons and some incidents disrupt learning. Pupils are concerned that the behaviour policy is not consistently applied. Some pupils do not feel confident to report their concerns about the use of derogatory or sexualised language. This means that some pupils do not enjoy school or learn as much as they could. Leaders should ensure that the school's policy is consistently and fairly applied so that learning is not disrupted.
- A significant proportion of parents who expressed a view have concerns about the performance of the school. They are not always confident that school has heard their concerns or will resolve them. Leaders should ensure that they consider how their communication with parents and carers could be strengthened to improve this area of the school's work.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 school to be good in November 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138521
Local authority	Leicestershire
Inspection number	10242220
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,197
Appropriate authority	Board of trustees
Chair of appropriate authority	Russell Andrews
Principal	Sadie Batstone
Website	www.brockington.leics.sch.uk
Date of previous inspection	1 and 2 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Embrace Multi-Academy Trust
- The school contracts alternative provision through the South Leicestershire Improvement Partnership.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history, physical education and modern foreign languages. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with a wide range of senior leaders, including the special educational needs coordinator and leaders responsible for behaviour and personal development.
- Inspectors met with members of the trust and those responsible for governance.

- Inspectors looked at information about behaviour, attendance and enrichment opportunities.
- Inspectors spoke to a range of staff about workload and leadership.
- Inspectors talked to leaders in charge of safeguarding arrangements. They met with a range of staff and pupils and looked at documentation to evaluate the effectiveness of safeguarding procedures.
- Inspectors considered the responses to the online survey, Ofsted Parent View.

Inspection team

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