



The National Society Statutory Inspection of Anglican Schools  
(Carried out under Section 48 of the Education Act 2005)

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# Brockington College

## Inspection Report

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<b>Address of School:</b>	Blaby Road Enderby Leicester LE19 4AQ
<b>Telephone Number:</b>	0116 2863722
<b>Email Address:</b>	admin@brockington.leics.sch.uk
<b>School Category:</b>	Voluntary Aided
<b>Unique Reference Number:</b>	120302
<b>Type of School:</b>	High and Community College
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Inspection Date:</b>	8 <sup>th</sup> and 9 <sup>th</sup> November 2010
<b>Reporting Inspector (and No):</b>	Jane Lewis (No: 27)
<b>Appropriate Authority:</b>	The Governing Body
<b>Chair of Governors:</b>	Gary Spencer
<b>Headteacher:</b>	Chris Southall
<b>Pupils on school roll:</b>	870

## **Brockington College**

Blaby Road  
Enderby  
Leicester  
LE19 4AQ

### **Diocese: Leicester**

Local authority: Leicestershire  
Dates of inspection: 8<sup>th</sup> and 9<sup>th</sup> November 2010  
Date of last inspection: 25<sup>th</sup> and 27<sup>th</sup> June 2008  
School's unique reference number: 120302  
Headteacher: Mr Chris Southall  
Inspector's name and number: Jane Lewis (No: 27)

### **School context**

Brockington College is situated in South Leicestershire. There are currently 870 pupils on role. Most pupils live in the surrounding villages. A high percentage of pupils are of White British heritage with 13% from other cultural backgrounds. The proportion of pupils eligible for free school meals is below average. The current principal has been in post since the start of the current academic year. A new college building was opened in 2007. The college has technology status.

### **The distinctiveness and effectiveness of Brockington College are outstanding**

The distinctiveness and effectiveness of Brockington College, as a church school, is outstanding. Christian values are at the centre. These values impact on all decision making and all relationships. They become an expectation in all aspects of college life. Religious Education is a focal point of the week for pupils. There is a deep respect for varying views, both in and outside the college community. Excellent links with local churches enhance the college ethos.

### **Established strengths**

- The appreciation by the whole school community of the way Christian values are put into practice.
- The value that is placed on every individual with their own unique strengths and possibilities.
- The commitment and expertise of staff and governors in guiding the young people in their care.
- The committed leadership of the head of Religious Education.

### **Focus for development**

- Establish further visible signs of the college's distinctive nature around the grounds and building.
- Explore ways in which the views of parents can be sought in relation to aspects of the college's church aided status.
- Make greater use of the excellent relationship between churches and the college to further enhance the collective worship provision.

### **The college, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

Whatever their religion and social status, pupils feel valued by this community. This is successfully achieved through exceptional care and guidance. Identified pupils can attend Breakfast club; 'Place to Grow' provides the opportunity for identified pupils to work on the college allotments; PALS (Pupils Available to Listen) offers a mentoring and advice service for pupils. Everyone feels they have the opportunity to flourish both in the curriculum and outside it. A vast range of clubs and activities are available for pupil enrichment; a lunch time

'Christian club' is run by members of the local churches, dedicated 'eco' warriors, a chess club together with sports and music clubs. These cater for students' spiritual, physical, intellectual and emotional needs. Members of staff invest a great deal of time and energy to enable pupils to develop new skills and interests. The school mission statement of 'Learning to Live Life to the Full' permeates all that the college offers to the pupils. As one pupil said 'living life to the full means learning about all kinds of things and getting along with all kinds of people, having the opportunity to try lots of new things and finding out what we do best'. Excellent relationships between staff and pupils strengthen students' sense of self-worth within the college. Pupils say that staff treat them with kindness and respect. Pupils take on leadership roles within the college house system and through promotion of activities such as 'eco-warriors'. These pupils understand the significant role they play and value the opportunities they have to develop skills of leadership. An invaluable contribution to the care and guidance of young people is made by pastoral staff. The skilled, personal nurturing of students with special needs is outstanding and is complemented by a visionary, purpose built suite. Adults feel valued by the mutual support they receive personally and professionally from their colleagues and from the appreciation of pupils and parents. The college building provides an outstanding physical environment, not just for the college community; it is well used by the local community for a range of activities through the evenings. Whilst there are some aspects of the college environment that support spiritual development, there is recognition that this could be developed further. The college has a productive link with a village and two Christian schools in Kenya which play a key role in developing pupil awareness of other cultures. One pupil who visited Kenya last year described the visit as 'life changing'. Another visit is planned at Easter 2012. The link with Kenya provides pupils with a real example of Christianity as a world faith. Through its active charity committee, the college supports the Kenya link as well as a wide range of other local and national charities: A pupil stated, 'We do this because we need to care for others – that's what God says we should do'. Pupils understand that what they do as local, national and global citizens is in response to Christian teaching; respect for self and the environment and care for others as taught in the Gospels.

### **The impact of collective worship on the college community is outstanding.**

The impact of the school's investment in Collective Worship is that pupils and staff view worship in a serious and respectful manner. It is regarded as a spiritual and reflective occasion that is important to people in different ways depending on their experience of faith. Whatever their faith tradition pupils feel that there is always something in collective worship that they can take away with them and 'reflect on in the way our religion thinks about things'. Pupils recall acts of worship they have shared in that have been significant for them, helping them 'to see what the Bible says about things and what we should do if we want to follow that teaching'. Worship is a time of engagement for learning about the Christian faith and is viewed as an opportunity to reflect on current issues in the light of that faith. Classroom worship enables pupils to reflect on the theme for the week in a different way. Pupils say they value this as they have the opportunity to ask questions and enter into dialogue with people. As one pupil said 'it helps me to think about the theme for myself more'. Worship themes are planned by the co-ordinator who has undertaken evaluation of worship from both pupils and staff and the results of this continue to inform the planning and delivery. A notice board in the courtyard is dedicated to collective worship and themes and biblical references are displayed there each week with other information relating to worship. Students enjoy the worship and believe it is of value to them in challenging their thoughts and feelings and in presenting them with fresh ideas. Pupils learn to lead worship through participation. They prepare and lead worship both in school and church. Pupils of all faiths feel comfortable worshipping in the church. Hindu and Sikh pupils volunteered to read at last year's Christmas service in church. Prayer and reflection are significant elements in the life of the school. They feature in the year group acts of worship and governors meetings always include prayer. The college has already identified the need for a Faith Room to enable all members of the college community to have a place for prayer and reflection. Through acts of worship in the college and in church, students have a good understanding of Anglican traditions. They show understanding of the Lord's Prayer and appreciate the significance of key dates in the liturgical calendar. A dedicated team come into the college from local churches to lead worship. They are well received by pupils. Staff say they benefit from attending worship themselves and as they prepare for classroom worship they reflect on the theme for the

week. They find personal spiritual nourishment from the worship offered. Overall, collective worship makes a significant contribution to students' spiritual, moral, social and cultural development.

### **The effectiveness of the religious education is outstanding**

Religious Education (RE) makes an important and significant contribution towards the distinctiveness and effectiveness of the school as a church school. It encourages respectful openness to dialogue, discussion and debate about Christianity and all faiths. RE strengthens the community cohesion of the college. Pupils speak positively of the relevance of the curriculum in understanding Christianity, respecting other faiths and preparing them for the major issues of life. A year 7 pupil was able to articulate, 'although this is a church school everyone respects the different religions. In RE we learn about other religions and to respect them.' Another pupil said 'having people in our classes of different religions really brings religions alive for me – it means that I know people who celebrate different festivals and have different beliefs. That's really good.' The standard of teaching is very good with lessons that are challenging and rigorous. Pupils are enthusiastic about their RE lessons. Sufficient time allocation, resources and suitable rooms all contribute to the strength of the department and its overall effectiveness. There are plenty of opportunities for pupils to learn from, as well as about religion. Pupils have been involved in the evaluation of the RE curriculum through an RE review group. Student reflection and target setting is used to aid progression, resulting in pupils achieving results at least in line with other comparable subjects. The head of department is supported in her own professional development and the college has offered placements to both graduate and post graduate students in recent years. The department is organic in its adoption of innovative ideas for improving standards and in maintaining the high level of pupil interest in the subject. There is a vast range of enrichment activities offered by the department from film trips to a 'Practical RE' club. The department encourages pupils to take part in wider diocesan and national RE initiatives such as the 'Spirited Arts' competition. There has been an increase in uptake for GCSE RE once pupils are at the high school, from 29% in 2008 to 48% in 2010. Currently no students are withdrawn from lessons by parental request.

### **The leadership and management of the college as a church school is outstanding**

The leadership and management of the college is outstanding in promoting its religious foundation to all groups. The school prospectus and website are explicit about the Christian values and expectations that steer the school forward. Everyone spoken to throughout the inspection whatever their beliefs made it clear that they were aware of the school's church status and that they were comfortable with it because open debate was encouraged about all things relating to faith. This awareness is created initially at application and interview times for new staff and with pupils and parents. Representatives from the local churches are present at open evenings when prospective parents and pupils visit the college. The foundation governors are committed to developing the college as 'the hub of the community' which includes developing relationships with local churches and the wider community. The aims expressed in the prospectus are lived out in the daily life of the school and are evident in policies, spirituality and charitable activities. The principal has been in post since the start of the academic year and together with the foundation governors articulates a clear Christian vision for the college community. This is based on the values of respect, peace, truth, justice, forgiveness and reconciliation. These values are recognised by staff and pupils alike and they share in the vision for the place they want the college to be. A rigorous self evaluation has taken place and although the college was conservative in its judgement' there was considerable evidence provided as to the impact in all 4 key areas. Areas for development identified in this report had already been identified as such through the self evaluation process. Diocesan involvement, a wealth of community and charity work, the local churches, healthy schools, Eco schools status all contribute to making Brockington College outstanding in its distinctiveness and effectiveness as a church school. These areas have at their heart the premise that every person matters and that the college is there to enable all its community to 'learn to live life to the full'.