

Inspection of Brookvale Groby Learning Campus

Ratby Road, Groby, Leicester, Leicestershire LE6 0FP

Inspection dates:	15 and 16 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

The headteacher of this school is Will Teece. This school is run by a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Connor Acton.

Ofsted has not previously inspected Brookvale Groby Learning Campus under section 5 of the Education Act 2005. However, Ofsted previously judged Brookvale High School to be outstanding for overall effectiveness, before it merged with Groby Community College and opened as Brookvale Groby Learning Campus.

What is it like to attend this school?

Pupils are happy at Brookvale Groby Learning Campus. The school's motto encourages them to 'work hard, be kind'. The school is calm and orderly. Disruptions to lessons are rare. Around school, pupils are courteous. They get along well with each other, and with staff. Students value the supportive community that exists in the sixth form.

Pupils feel safe at the school. The school teaches them how to keep themselves safe and maintain positive relationships. Pupils told inspectors that they trust staff to help them deal with any issues that arise. The school provides excellent support for pupils when they are struggling with their mental health.

The school is aspirational for all pupils, including those who are disadvantaged or those with special educational needs and/or disabilities (SEND). Pupils achieve well.

The school prepares pupils well for their next stages in education, training, or employment. All pupils benefit from personalised guidance about their future choices and careers. In 'life skills' lessons, pupils gain the knowledge and skills they need for life in modern Britain. There are a wide range of opportunities for pupils to develop their talents and interests in sports, the performing arts, and other pursuits.

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

The school has designed a broad and ambitious curriculum. The number of pupils taking the full range of English Baccalaureate subjects at key stage 4 is increasing. All pupils have the opportunity to do so. The sixth form offers a wide variety of academic and vocational courses. A small number of pupils with SEND, including some who attend alternative provisions, benefit from ambitious personalised curriculum pathways that meet their needs well.

Reading is a priority. The school supports all pupils to build their vocabulary and reading fluency so that they can enjoy the curriculum in full. The school supports pupils who struggle to read so that they catch up quickly. All pupils read daily from interesting and challenging texts.

The curriculum identifies the important knowledge that pupils will learn in each subject. Concepts are sequenced well so that pupils' knowledge builds on what they already know. This helps pupils make connections in their learning and deepen their understanding as they progress. In the sixth form, the challenging curriculum supports students to gain a depth of knowledge that prepares them well for future study.

Teachers are subject experts. Well-considered training and coaching helps them to develop their teaching expertise. They use their extensive subject knowledge to explain concepts clearly. They plan interesting activities that help pupils gain knowledge and remember what they have learned. Staff provide effective support for pupils with SEND, when they need it. Most pupils try hard in lessons and produce work of good quality. However, on some occasions, teachers do not have high enough expectations of pupils.

They do not always challenge pupils who choose not to take part in learning activities or produce work of poor quality.

The majority of teachers check pupils' understanding often. They question pupils well to identify when pupils are unsure, or when there are opportunities for greater challenge. When this happens, teachers ensure that activities match pupils' stages of learning. However, this is not always the case. Sometimes, teachers do not check pupils' learning carefully enough. They do not always adapt learning activities to address gaps in knowledge and misconceptions, or challenge pupils to think more deeply.

The school has well-established routines to support good behaviour. Pupils behave well. They have positive attitudes to learning. They enjoy the rewards they earn for working hard and being good citizens. On the rare occasions when pupils do not behave as well as they should, they are dealt with fairly and consistently by staff. Pupils know the importance of good attendance and the majority attend well.

The school's personal development programme places a high priority on pupils' well-being and character development. Pupils learn how to maintain good physical and mental health. They learn the importance of British values and understand equality and diversity. Pupils explore different faiths and cultures and enjoy opportunities to visit places of worship. Pupils are mature and tolerant. They respect differences.

Parents and carers are overwhelmingly positive about the school. They appreciate the way that the school communicates with them. Staff are happy and proud to work at the school. The school prioritises staff well-being and ensures that workloads are fair and manageable. Staff value this. The board of trustees are knowledgeable about the school's strengths and recognise how it can improve further. It provides strong support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Expectations for learning are sometimes too low. This means that pupils do not always engage fully with tasks or try their best. This stops them from achieving as well as they could. The school should ensure that all staff share the highest expectations for all pupils.
- Sometimes, checks on pupils' learning are not precise. This means that when pupils have gaps in their knowledge, they are not identified quickly enough. The school must ensure that teachers check pupils' understanding consistently and resolve any misconceptions so that pupils deepen their understanding.

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	138323
Local authority	Leicestershire
Inspection number	10298478
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1413
Of which, number on roll in the sixth form	218
Appropriate authority	Board of trustees
Chair	Connor Acton
Headteacher	Will Teece
Website	www.brookvalegroby.com
Dates of previous inspection	5 and 6 February 2014

Information about this school

- The school opened in 2019 when Brookvale High School and Groby Community College merged to become a single academy.
- The headteacher was appointed in 2020.
- The school uses 12 unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements

(quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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 met with the headteacher, deputy headteachers and other school leaders.
- The lead inspector met with representatives of the board of trustees, including the chair of the board.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, physical education and modern foreign languages. For each deep dive, inspectors held discussions about 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 also visited lessons and spoke to pupils in a number of other subjects.
- To evaluate the effectiveness of safeguarding, the 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 held meetings with leaders and scrutinised records relating to attendance, behaviour and personal development.
- Inspectors considered the views of staff, pupils, parents through discussions and using Ofsted's online surveys.

Inspection team

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