

Brookhill Leys Primary and Nursery School

Inspection report

Unique Reference Number	109309
Local Authority	Nottinghamshire
Inspection number	356522
Inspection dates	3–4 November 2010
Reporting inspector	Jeremy Spencer HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Penny Spenceley-Stevens
Headteacher	Jacqueline Sainsbury
Date of previous school inspection	14 October 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 20 lessons and held meetings with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at a variety of documents, including policies, minutes and the school improvement plan. The inspection team also analysed 22 staff questionnaires, 115 pupil questionnaires and 67 parent and carer questionnaires:

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether safeguarding arrangements have improved and meet statutory requirements.
- The effectiveness of the school's monitoring of pupils' progress and whether the school is able to identify when pupils make less progress than they should.
- If the school is effectively raising standards in teaching.
- How effectively the governing body monitors and evaluates the work of the school in order to challenge the senior leadership team and drive improvement.

Information about the school

Brookhill Leys is a larger than average sized primary school and nursery situated in the former mining town of Eastwood. Most pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. The school has Nursery and Reception classes which form the Early Years Foundation Stage. The school has achieved gold Healthy Schools status.

The school was last inspected in October 2009 and received a Notice to Improve. Significant improvement was required in relation to its safeguarding procedures. A monitoring inspection took place during March 2010 and judged that satisfactory progress was being made towards addressing the issues for improvement and also in raising the pupils' achievement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has made many improvements during the last year and now provides a satisfactory standard of education. The effective and motivating headteacher and her staff are committed to raising the quality of all aspects of pupils' development and have been successful in focusing the school's efforts on priorities to bring about improvements. The local authority and a partner school have also played important roles in supporting the school's improvement since the last inspection. The governing body has a well-developed understanding of the school's performance and challenges any underperformance.

Pupils make satisfactory progress from their starting points because school leaders have implemented a range of strategies which are beginning to address identified weaknesses. The introduction of a new writing scheme and increased time spent each day on developing basic writing skills have improved the pace of learning and raised standards.

Pupils feel safe in school. Their good behaviour is well managed in the classroom, on the playground and around the site. Since the previous inspection, school leaders have worked diligently with the governing body to ensure that all safeguarding regulations and duties are met. The school has adopted recommended good practice across all areas of safeguarding, staff have been trained and risk assessment systems are well-developed. The school's leadership team are involved in self-evaluation in order to drive further improvements but leaders other than the headteacher do not contribute to this process in sufficient depth. This shows a satisfactory capacity to improve.

Children begin in the Early Years Foundation Stage with skills and aptitudes below those expected for their age. Children make satisfactory progress as they move through the school and the most recent results and work in exercise books indicate that pupils attain standards in line with those expected for their age. However, results over a three-year period show that, by the end of Key Stage 2, children have often made less progress and attained less well than they should. The school has now reversed this trend of underachievement because standards of teaching are improving.

The quality of teaching and learning in the Early Years Foundation Stage is good. In the rest of the school, these are satisfactory, with some good teaching evident in all phases. The most effective lessons provide tasks that are tailored specifically to meet the needs of all pupils. However, in lessons where the pace of learning is slower, teachers' questioning is not sufficiently developed. Consequently, potentially higher attaining pupils are not consistently challenged. The curriculum does not focus sharply enough on developing pupils' skills and requires revision to improve this.

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What does the school need to do to improve further?

- Improve the quality of teaching so that all lessons are consistently at least good by:
 - ensuring learning activities in lessons challenge all pupils
 - developing pupils' extended thinking and speaking skills through improved teachers' questioning.
- Increase the rate of pupil progress by developing a curriculum which is stimulating, progressive and focuses sharply on the development of pupils' skills.
- Further improve the effectiveness of leaders and managers at all levels by developing systems to ensure they are able to contribute to self-evaluation and improvement planning in greater depth.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. In 2010, assessments at the end of Year 2 show significant improvements on previous years in reading, writing and mathematics. Unconfirmed results at the end of Year 6 also show clear indications that pupils' attainment has risen sharply. School data, confirmed by inspection evidence, indicate that learning and progress are satisfactory and improving rapidly. Improved planning by teachers, and increased teacher modeling of writing in lessons, are leading to significant improvements in pupils' written work. Improved teaching and effective small-group and one-to-one support for pupils at risk of underachieving are also beginning to have a positive impact. Pupils with special educational needs and/or disabilities make satisfactory progress because staff are aware of their needs and understand how to support them. The school's tracking of different groups of pupils shows that, while some make slower progress than others, differences are reducing. Pupils' good behavior is indicative of their good moral understanding but is also helped by the fact that staff support them well and they enjoy learning.

The school uses data about different groups of pupils' performance effectively to identify underachievement and areas for improvement. For example, the school has taken the decision to teach a group of boys in a single-sex class because, previously, they made considerably slower progress than the girls. During the inspection, all boys in the class were observed to be very focused in their learning. Work in their exercise books indicates that they are now making good progress. Pupils in another class observed chicks being hatched in an incubator. They then learned enthusiastically about the life-cycle of a chicken, as the teacher focused on developing their basic writing skills.

Different groups of pupils feel safe and secure and have a good awareness of how to stay healthy. They take responsibility in many ways, for example, through their work with the school council and by taking part in sports fixtures in the local community. Older pupils support younger pupils in assemblies and in helping to serve their lunches in the dining hall. Pupils' moral and social development is good and is reflected well in the respectful and courteous way they treat each other. Pupils' strong spiritual development was evident in the way they observed, discussed and appreciated the clutch of newly hatched chicks in

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the school. Pupils' appreciation of cultural diversity is less well developed. Pupils are well prepared for the next stage in their education and demonstrate satisfactory basic skills. However, pupils are not always clear about the targets they have been set and not all clearly understand the next steps they need to take in order to improve.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning are satisfactory. During the inspection, no inadequate lessons were seen. While there is evidence of good lessons, their positive features are not sufficiently widespread and embedded throughout the school. The strongest teaching is accelerating progress rapidly and the pace of learning is brisk in these lessons. However, teachers do not make enough use of open-ended questions to challenge pupils' thinking and trigger well-reasoned responses. Good support is provided by teaching assistants and relationships between adults and pupils are positive.

Assessment information is being used to plan lessons that are better matched to pupils' abilities. However, on some occasions, potentially higher attaining pupils are not sufficiently challenged. Data is used to set challenging targets for all pupils. The school has implemented a new marking policy and, in many classes, marking provides clear guidance on what pupils need to do to make their work better. Encouraging comments also help to build their self-esteem. However, the scheme is not consistently applied.

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The school is in the process of revising the curriculum to increase breadth, opportunities for creative activities and the development of basic skills. The school acknowledges that the curriculum can be improved further by focusing more on the development of pupils' skills. A wide range of visits, visitors and extra-curricular activities supports the curriculum.

Parents and carers appreciate the good level of care and support that their children receive. Pupils were observed listening attentively as local fire fighters spoke to them about firework safety. Staff know pupils well and provide good pastoral support, especially for pupils whose circumstances make them more vulnerable. This is greatly appreciated by pupils. One commented that: 'Teachers and everyone in the school listen to us and sort out our problems and make things fun for us.' Pupils with special educational needs and/or disabilities have their learning difficulties identified early and are then supported through effective individual education plans. In-class support is well organised and monitored. The school draws well on the expertise of external agencies to devise programmes for those with more complex needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, increasingly well supported by senior staff, has worked skilfully to secure improvements since the last inspection. Pupils' progress is tracked rigorously and systematically each term. Information from meetings about pupils is used to set challenging targets in order to accelerate progress and raise standards. Where differences in performance between groups of pupils have been identified, the school has put in place suitable strategies to address this inconsistency, indicating good equality of opportunity for pupils. Leaders and managers at all levels are starting to contribute to self-evaluation and improvement planning but more work is needed to develop this area in order to raise the school's capacity to improve.

The governing body shows a keen desire and ability to support and challenge the school. They have good working relationships with staff and are rigorous in ensuring that safeguarding procedures are well developed and necessary weaknesses are tackled to bring about identified improvements. They ensure the school provides satisfactory value for money.

Leaders demonstrate a complete commitment to supporting families and to the pupils' achievement and welfare. The school works hard to encourage and enable parents to support their child's learning. The school website is very well developed and supports good communication between the home and school and the 'headteacher's blog' section of the website is a good example of innovative practice. Many parents engage effectively with

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the school. However, the school acknowledges that it could provide better support for some parents. This is an inclusive school, committed to promoting equality and tackling discrimination. Partnerships with others, for example links with Nottingham Forest Football Club, contribute to satisfactory and improving outcomes for pupils. A number of projects promote community cohesion well at a local level. Links have also been made nationally with schools in other areas. However, the school's evaluation of its work in this area and work to develop pupils' understanding of the school's characteristics in a global context are underdeveloped.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills that are below those expected for their age, particularly their communication, personal and social skills. They make good progress during their time in the Nursery and Reception classes and achieve standards in line with age-related expectations at the end of the Early Years Foundation Stage. This is attributable to focused and effective leadership which has ensured that resources are well deployed in order to meet the needs of different groups of children. Activities are well planned and take accurate assessments of children's needs into account. A broad range of appropriate learning resources are available to children and good use is made of imaginative learning environments in the available classroom and outdoor spaces. The atmosphere in classrooms and outdoor play areas is calm and purposeful due to the good relationships between children and adults, and good behaviour demonstrated by the children. Children are encouraged to develop skills to enable them to become independent learners and they are able to focus on activities for sustained periods without adult intervention.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The views of parents and carers are positive. One parent commented, 'I feel this school has worked really hard to get things right. Attitudes towards healthy eating have improved my child's diet which, in turn, has changed her behaviour. I am extremely happy with the way the school is run and my child's progress.' A number of parents and carers also made very positive comments.

Whilst the great majority of parents are happy with the school, a very small minority commented that they believed bullying and poor behaviour could sometimes be an issue. Others brought up individual concerns. All of these were considered during the inspection and discussed, while preserving anonymity, with the headteacher. Inspectors could find no evidence to suggest that bullying and poor behaviour were problems within the school during the inspection. The school's behaviour policy and associated record-keeping systems are robust. Pupils of different ages all said that any incidences of poor behaviour were dealt with effectively by the school. They were also confident in the school's systems for tackling bullying.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookhill Leys Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	57	27	40	1	1	1	1
The school keeps my child safe	37	55	28	42	0	0	1	1
My school informs me about my child's progress	22	33	37	55	5	7	2	3
My child is making enough progress at this school	27	40	30	45	6	9	2	3
The teaching is good at this school	31	46	30	45	3	4	1	1
The school helps me to support my child's learning	26	39	33	49	6	9	1	1
The school helps my child to have a healthy lifestyle	33	49	29	43	2	3	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	30	29	43	8	12	1	1
The school meets my child's particular needs	27	40	30	45	6	9	1	1
The school deals effectively with unacceptable behaviour	34	51	20	30	6	9	6	9
The school takes account of my suggestions and concerns	26	39	31	46	7	10	1	1
The school is led and managed effectively	29	43	31	46	2	3	3	4
Overall, I am happy with my child's experience at this school	34	51	27	40	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 November 2010

Dear Pupils,

Inspection of Brookhill Leys Primary and Nursery School, Nottingham, NG16 3HB

You may remember that I recently visited your school with two other inspectors. I would like to thank you all for making us so welcome and being so polite and helpful. We had a chance to talk with many of you. You told us that you like your teachers and said that there is always somebody to talk to if you have any problems. You behave yourselves well in school and we noticed how kind you are to each other. This is brilliant to see! I would also like to thank you and your parents and carers for filling in a form that let us know about your school.

We think that Brookhill Leys Primary and Nursery is a satisfactory school. We found that you receive good support and help from the teachers and that nearly all of you enjoy school. We were pleased to see how well you try to keep healthy and what a good contribution you make to the local community. There are many good things in your school but we think there are some areas to work on to make school even better. There are times when some of you do not do as well as you could, so we have asked the school to make sure that teaching always helps you to make good progress. We think the things you learn about could sometimes be a bit more advanced and make you think a bit harder. We have also asked the teachers to plan some of the questions they ask you in lessons more carefully in order to make you think harder.

Your headteacher, the staff and the governing body work very hard and want the school to continue to improve. You can help too by making sure you come to school as often as possible and by working hard all the time. Thank you once again for being so helpful and remember to always enjoy your learning. I hope that the newly hatched chicks are keeping well and that if you did decide to call one of the chicks 'Jeremy' that he is being good!

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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