

Berry Hill Primary School

Inspection report

Unique Reference Number	132242
Local Authority	Nottinghamshire
Inspection number	360416
Inspection dates	6–7 October 2010
Reporting inspector	Alison Cogher

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Mrs Sonya Hurt
Headteacher	Miss Susan Brown
Date of previous school inspection	29 January 2008
School address	Black Scotch Lane Mansfield NG18 4JW
Telephone number	01623 478477
Fax number	01623 478499
Email address	office@berryhill.notts.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 teachers and visited 18 lessons. They held meetings with staff, members of the governing body and pupils. They observed the school's work, and looked at policies, information for parents and carers and curriculum documentation. They also looked at the school's assessments of pupils' attainment and progress and the school development plan. The questionnaire responses of 92 parents and carers were analysed together with those completed by staff and pupils.

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

- How well do leaders and managers gather and use monitoring information, including data to guide target setting and improve teaching?
- How well are pupils in all key stages, including those with special educational needs and/or disabilities, both challenged and supported to learn well?
- To what extent does the curriculum meet the interests and needs of different groups of pupils?

Information about the school

This is a slightly larger than average primary school. Most pupils are of White British heritage and very few pupils come from other ethnic groups. A very small minority of pupils do not have English as their first language. Few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is average. The school's work has been recognised by its achievement of the Investor in People award, Gold Healthy School status and the Activemark.

During term time a breakfast club is provided by the school meals service. An after school club is also operated by a private provider and is subject to a separate inspection.

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

Berry Hill Primary is a satisfactory school. Pupils say they enjoy school and they have a good knowledge and understanding of how to keep safe and healthy. They behave well and make a good contribution to both the school and local community. These views reflect the school's strengths which lie in the good quality care, guidance and support provided for pupils and the good procedures for keeping pupils safe. Parents' and carers' very positive views recognise these strengths in the school's work.

Pupils' achievement is satisfactory. Attainment in English and mathematics is average by the end of Year 6. Pupils typically make satisfactory progress although there is some variation between classes and subjects which reflects inconsistencies in teaching. The good provision made in the Early Years Foundation Stage ensures that children achieve well in these classes and as a result are entering Year 1 with improved levels of knowledge and understanding compared to previous years.

Senior leaders have an accurate view of the school's strengths and weaknesses and improvement has been secured in the use of assessment to guide target setting and teaching. Monitoring information is used to guide whole school development but it is often not sufficiently focused on outcomes for pupils to allow the school to evaluate the impact of actions taken. Curriculum development is well advanced with the impact of some actions, such as that taken to raise the profile of reading, beginning to show in improved pupils' progress. While there is work to do, the improvements secured demonstrate the school's satisfactory capacity to improve further.

Teaching is satisfactory overall but it is variable. Planning for lessons is thorough, based on accurate assessment information and identifies what pupils are expected to learn. This information is not consistently conveyed to pupils in a way that enables them to be clear about what they as individuals need to do to improve. As a result, pupils are not able to assume personal responsibility for their learning. Pupils' learning is often good when promoted through a practical, problem-solving approach and where questioning is used to clarify and extend their knowledge and understanding. These strategies are secure in some classes but are not consistently embedded in whole-school practice. This restricts the progress of pupils of all abilities in mathematics because they receive insufficient challenge. Similarly, pupils have too few opportunities to write at length in lessons other than those with an English focus and so are not afforded the chances to practise, apply and improve their writing skills.

What does the school need to do to improve further?

- Increase pupils' progress in writing and mathematics in order to raise attainment at Year 6 by:

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- providing more opportunities for pupils to write at length in subjects across the curriculum
- ensuring that a practical, problem-solving approach to learning in mathematics is fully embedded throughout the school.
- Improve the quality of teaching from satisfactory to good by ensuring that:
 - better use is made of assessment information to provide pupils with clear guidance about what they need to do to improve their work
 - better use is made of questioning in lessons to assess pupils' knowledge and understanding and to take their learning forward.
- Ensure school monitoring is sharply focused on evaluating the impact of actions taken on outcomes for pupils.
- About 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**

Improved attainment in the Early Years Foundation Stage is supporting the above average attainment currently secured by pupils in Year 2 in reading, writing and mathematics. Transition arrangements from the Reception class have improved and ensure that assessment information is now shared so Year 1 teachers' planning is better matched to pupils' learning needs. In Years 1 to 6 individuals and groups of pupils make similar, satisfactory progress over time. It is often good in the Year 2 classes and classes higher up the school, where good teaching is more often the norm. Pupils with English as an additional language and those with special educational needs and/or disabilities receive appropriate support that enables them to make satisfactory progress. The average attainment of Year 6 pupils in English and mathematics in 2010 reflected satisfactory progress for this year group. Reading is stronger than writing throughout the school. This is the positive outcome of work undertaken by the school to promote reading through the 'Power of Reading' programme. Pupils have too few opportunities to write at length in other subjects and this hinders their overall attainment. The school's data about pupils' progress and inspection evidence clearly indicate that in classes where a practical, problem-solving approach to learning in mathematics is securely embedded, pupils make better than expected progress. Pupils' competence in the use of information and communication technology is secure and contributes to pupils' satisfactory preparation for their future economic well-being. Pupils' attendance is good and they get along together well. When they have the opportunity to work collaboratively they do so constructively and maturely. This was strongly evident in a Year 6 mathematics lesson where pupils worked successfully together to solve challenges which required them to construct three-dimensional shapes. Pupils listen to each other's ideas and the vast majority behave well in and out of lessons. The active school council and 'Eco group' take their responsibilities seriously and have made a good contribution to school improvement. Pupils' spiritual, moral, social and cultural development is good and reflects the school's values and the promotion of mutual respect.

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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	2
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 teaching team are working to improve the overall quality and consistency of teaching and learning. The impact of some actions taken, such as that to improve reading, is being evidenced in improved pupils' progress. Planning has improved as teachers' skills in making accurate assessments of pupils' work have increased. Lessons have clear objectives and teachers model new skills well and give clear explanations. Productive relationships ensure that pupils are able to ask for help when they need it. Where teaching is most successful, questioning is used to clarify pupils' understanding and extend their learning. Where pupils are challenged by their teacher to 'tell me why, tell me more' their learning is often rapid. Similarly, in the classes where pupils are given specific guidance on how to improve their work, their learning is often good. This supportive practice is not consistent across the school. The curriculum is not better than satisfactory because planning to enable pupils to use and apply key literacy and numeracy skills across the curriculum is not embedded in whole-school practice. Consequently, opportunities to increase pupils' progress in these areas are not being maximised. Enrichment opportunities for pupils are good. Visits and visitors are used well to bring learning to life and provision to support pupils' personal development is effective. The focus on promoting healthy lifestyles has a positive impact on pupils' knowledge and understanding and they particularly enjoy taking part in sporting activities.

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Pastoral care is good. The school successfully promotes a nurturing, family atmosphere which contributes positively to pupils' sense of security. It is vigilant in ensuring the safety of all pupils and works well with outside agencies to support the most vulnerable. Induction into the school and the transition arrangements between classes and on to secondary school are thorough and effective. The breakfast club provides pupils who attend with a healthy and calm start to their day at school.

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?

Senior leaders and governors have a clear vision for the future of the school. This has been shared with all staff, who are committed to working together to secure school improvement. Governance is satisfactory, but improving as the governing body's involvement in the school's self-evaluation process increases. Well targeted professional development has increased staff knowledge and competency in the use of assessment data to set targets for pupils' attainment. It has also supported the refinement of lesson planning so that it is better matched to pupils' needs. School development planning takes account of a range of monitoring information including data, and has identified what the school needs to do next to improve. However, it is not sufficiently focused to enable the school to evaluate precisely how well the school's actions have improved outcomes for pupils. Consequently inconsistencies remain in teaching and the curriculum. The school works hard to engage parents and carers in support of pupils' learning. They receive a good range of information about the work of the school and their views are sought and valued. Procedures for keeping pupils safe are rigorous. Staff and governors have a clear understanding of what is required and this is reflected in pupils' and parents' and carers' confidence in this area. The school is vigilant in ensuring that no groups are discriminated against and the inclusion of pupils with very specific needs is good. Nevertheless, it is accepted that better use could be made of assessment information to ensure pupils make better progress in lessons and over time. Community cohesion is promoted well in the curriculum and social cohesion within the school and local community is good. Links at an international level are developing well, but pupils' direct links with communities diverse from their own are limited. The school benefits from partnership links that provide a broad range of enrichment activities for pupils such as music and sport. Positive links with outside agencies also enable the school to support pupils with additional personal or learning needs.

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

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	3
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	3
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 receive a good start to their education. From broadly expected levels on entry, children make good progress in all areas of learning. Most children achieve, and some exceed the Early Learning Goals by the end of their Reception year. They settle quickly and happily in the Nursery and Reception class because of the well planned induction and transition procedures. They form positive relationships with adults and each other. Children play constructively and safely together and engage enthusiastically in activities. They are inquisitive and keen to learn and develop good levels of independence because of the rich, stimulating environments provided. Resources are used well to capture children's interest and so they spend extended periods engaged in purposeful play. The well organised outdoor areas increase the variety and breadth of activities provided. However, they are not in use often enough to maximise their potential for enriching and extending children's learning. Careful planning ensures children experience a good balance between activities directed by adults and those chosen independently. Children's ideas are regularly included in the planning of activities so their experiences and interests are reflected in the provision made. This helps to give relevance to their learning and moves it forward at a good pace. Adults check children's progress regularly and use this information to guide planning so that children are both challenged and supported to achieve well. Key literacy and numeracy skills are promoted well and as a result children develop into confident individuals who are well prepared for Year 1. Teamwork is strong and all adults are focused on improving children's learning. They respond quickly to develop aspects of the provision that have been highlighted through monitoring as needing to be improved.

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

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 overwhelming majority of parents and carers who returned the questionnaire are happy with their child's education and a number wrote to praise the school for the care and support children receive. They consider they are kept informed about their child's progress and are particularly pleased with the way their children are kept safe and helped to lead a healthy lifestyle. Inspection evidence endorses these positive comments. Most parents and carers also consider teaching and children's progress to be good. Inspectors found both of these aspects to be inconsistent across the school and although good features are evident there are also some areas where improvement is required.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berry Hill Primary 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	66	28	30	2	2	1	1
The school keeps my child safe	57	62	34	37	1	1	0	0
My school informs me about my child's progress	33	36	55	60	4	4	0	0
My child is making enough progress at this school	45	49	42	46	3	3	0	0
The teaching is good at this school	52	57	35	38	1	1	0	0
The school helps me to support my child's learning	35	38	50	54	5	5	0	0
The school helps my child to have a healthy lifestyle	47	51	42	46	1	1	0	0
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)	39	42	42	46	1	1	0	0
The school meets my child's particular needs	47	51	43	47	0	0	0	0
The school deals effectively with unacceptable behaviour	31	34	49	53	4	4	0	0
The school takes account of my suggestions and concerns	34	37	48	52	2	2	0	0
The school is led and managed effectively	45	49	35	38	2	2	0	0
Overall, I am happy with my child's experience at this school	57	62	33	36	1	1	0	0

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.



8 October 2010

Dear Pupils

Inspection of Berry Hill Primary School, Mansfield, NG18 4JW

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and watching you work and play together. Your school gives you a satisfactory education and is improving. You make satisfactory progress in your learning and the levels you attain by the end of Year 6 are similar to those found in many other schools. Here are some of the things we liked about your school:

- your attendance at school is above average and your behaviour is good
- you enjoy each other's company and get along together well
- the school takes good care of you, which is why you have a good understanding of how to stay safe and keep healthy
- the 'Power of Reading' programme has helped you to get better at reading
- children in the Nursery and Reception classes get off to a good start at school
- the school works well with your parents and carers to keep them informed and to help them to help you with your learning.

There are some things we have asked your school to do to make things better for you. These are:

- to help you to make better progress in writing and mathematics so your attainment improves by the time you leave Year 6
- to make teaching good for more of the time
- to ensure that the school checks closely that what it does to help you to improve is working.

You can help by always trying your hardest in lessons and by continuing to be the sensible and caring individuals you showed yourselves to be during our visit.

Yours sincerely

Alison Cogher

Lead inspector

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