

Brinsley Primary and Nursery School

Inspection report

Unique Reference Number	122566
Local Authority	Nottinghamshire
Inspection number	359274
Inspection dates	4–5 April 2011
Reporting inspector	Lynne Blakelock

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	122
Appropriate authority	The governing body
Chair	Ian Webster
Headteacher	Jo Knapp (acting)
Date of previous school inspection	8 April 2008
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Introduction

This inspection was carried out by two additional inspectors, who observed four teachers in eight lessons. They held meetings with a group of pupils, members of staff and representatives of the governing body. The inspectors observed the school's work, and looked at documentation relating to the attainment and achievement of all pupils, samples of their work and a range of policies, procedures and plans. They analysed staff and pupil questionnaires and the 25 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of pupils' progress throughout the school, especially in mathematics.
- How effectively the most able pupils are challenged throughout the school.
- The extent to which leaders and managers are demonstrating the capacity to move the school forward.

Information about the school

This is a small than average primary school. The number on roll is starting to rise, as more families move into the area. There is an imbalance in some year groups between the number of boys and girls. Most pupils are of White British heritage. A below average proportion are known to be eligible for free school meals. A below average percentage have special educational needs and/or disabilities, of which most are moderate learning difficulties.

The school has achieved a range of regional awards, as well as Healthy Schools status. It has regular links with the Selston Arts and Community College family of schools and belongs to the Ashford District School Sports Partnership. The school receives support from Orston Primary School in its drive to strengthen provision.

The acting headteacher was appointed in April 2010. A senior leadership team has since been formed to move the school forward.

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

This is a satisfactory school. All groups of pupils make satisfactory progress, and they reach average levels of attainment. They enjoy school, as evidenced in their above-average attendance, enthusiasm for learning in both lessons and after-school clubs, and desire to take on responsibilities. Many pupils behave well all of the time but a few can sometimes spoil the atmosphere in school because they do not adhere consistently to the behaviour policy.

The school is moving forward, due primarily to the effective lead of the acting headteacher, whose thorough monitoring and evaluation of the school's strengths and needs have resulted in improved practices. As a result school data, backed up by inspection evidence, reflect a significant rise in attainment in mathematics in Year 6, and standards are on track to be above average by the end of this year. At Key Stage 1, pupils' progress in mathematics is slower because of inconsistencies in the quality of teaching. While teaching is overall satisfactory, the agenda for improvement and a programme of training are ensuring that teaching and learning are improving. Writing skills continue to be a focus. Where teaching is good, pupils make effective progress in writing at length and in skilfully constructing sentences, but they are not always challenged to reach these high levels. The roles of senior leaders have broadened. In particular, their increased monitoring has led to a large majority of the staff having a good understanding of pupils' performance. Similarly, better monitoring by the governing body has improved its understanding of the school's overall performance. These positive features underpin the school's satisfactory capacity for sustained improvement.

Children enjoy the environment and the variety of opportunities in the Early Years Foundation Stage. The outdoor area is, however, underdeveloped and does not give children access to a full range of activities. From this stage, and through the school, planning takes into account the variable learning needs of the pupils but in practice tasks do not always provide an accurate enough match for all pupils. Teachers in the Early Years Foundation Stage do not question children enough to assess their ongoing learning, and through Key Stage 1 and 2, questioning is sometimes not carefully enough considered to move learning forward. Where teaching is effective, pupils of all abilities, including the most able, make good progress. In particular, progress quickens when pupils have lots of opportunities to learn for themselves and the pace of learning is brisk.

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.

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What does the school need to do to improve further?

- Raise attainment and accelerate progress, particularly in writing, and in mathematics at Key Stage 1, by ensuring that:
 - the level of challenge in pupils' activities is accurately matched to their needs
 - the pace of learning is brisk and activities focus on pupils learning for themselves.
- Ensure that behaviour is consistently good by:
 - working in partnership with pupils and their parents and carers to devise the new Brinsley Behaviour Code
 - giving pupils ownership of their behaviour through the school council's involvement in devising rewards and sanctions
 - making sure that the new behaviour policy is implemented consistently and that its effectiveness is monitored and evaluated regularly.
- Increase the effectiveness of the Early Years Foundation Stage by:
 - developing the outdoor area so that it provides a full range of activities
 - ensuring that tasks are planned carefully to match accurately the children's needs and interests
 - developing the staff's questioning techniques to accelerate the pace of children's progress.

Outcomes for individuals and groups of pupils

3

Both girls and boys make satisfactory progress from starting points that are broadly at the levels expected nationally, helped by a range of activities that are equally suited to both sexes. Pupils with special educational needs and/or disabilities also make satisfactory progress because they receive appropriate support to be able to move forward in their learning. In good lessons, they are challenged, and there are regular opportunities for them to work independently, which they enjoy. Pupils from minority groups have their needs identified promptly and there is a focus on helping them to master specific skills. Attainment in mathematics is rising sharply in Year 6, due to good teaching. In Key Stage 1, progress in mathematics is satisfactory, but not as quick, because teaching is not as good. Similarly, although writing skills are improving through the school, the pace of progress towards effective sentence construction and writing at length is variable, depending on teachers' expectations and how well tasks are matched to pupils' ability levels. Teaching is consistently effective in Years 5 and 6. In a literacy lesson, pupils' task was to understand the structure and organisation of explanatory texts. With the stimulus of video conferencing to motivate them, and careful questioning to check and extend their understanding of contrasting examples, pupils made good progress. A range of well-matched tasks ensured that all of them moved forward in both their academic skills and personal development.

Pupils say that they feel safe in school. They can speak quite confidently about how to keep safe in a number of situations. While there is a small amount of bullying, pupils say that it is dealt with quickly. Many pupils always behave well, but a few do not. Pupils have a satisfactory understanding of the importance of keeping fit and there is a good take-up

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of sporting activities. They understand why it is important to eat nutritious foods, with a growing number choosing healthy options. Pupils enjoy representing other pupils on the school council and would like more chances to develop their personal and inter-personal skills. Pupils' spiritual, moral, social and cultural education is satisfactory, with growing opportunities for them to find out about the diversity of the world and our roles and responsibilities within it. Together with their average attainment, this means that by the end of Year 6 they are soundly prepared for secondary education.

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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	3

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 school is awash with examples of pupils' work and guidance about learning hints. Pupils cooperate well and a common strength in lessons is the positive relationships between staff and pupils. When teaching is planned well, tasks match pupils' needs accurately, including good challenge for more-able pupils. Questioning is not always carefully thought out to broaden and extend pupils' learning. Although there is always a range of tasks, the purpose of learning is sometimes the same in all. Sometimes, also, teachers talk for too long to the whole class, rather than giving pupils more time to practise their skills. Pupils like knowing how well they are progressing. Marking, especially in literacy, is generally informative and older pupils know their levels and what to aim for. Pupils and parents and carers are enthusiastic about the creative homework tasks that are set.

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The school provides a balanced range of activities which promote pupils' satisfactory personal development, as well as a major focus on literacy and numeracy. Pupils enjoy learning through topics, which often include visits to bring learning alive. Year 3 and 4 pupils saw the relevance of preparing for a trip to the Jorvik museum through a task which combined their research into Viking life with developing their computer skills. The school is using its partnerships with other schools to broaden pupils' opportunities, for example through the variety of sports on offer. Pupils with a specific gift in mathematics are benefiting from one day of learning each term at a partner secondary school. Regular planning for gifted and talented pupils is at the early stages. Provision for pupils with special educational needs and/or disabilities is satisfactory because appropriate time is built into planning to enable them to practise specific skills. Pupils enjoy the interesting range of after-school clubs, such as cooking, cup-stacking and circus skills, which broaden their skills and interests.

Pupils and their parents and carers feel that the school provides a secure and caring environment. The school has a growing and beneficial partnership with parents and carers. They are welcomed into the school, enabling prompt communication between home and school. Involvement in their children's learning is a developing aspect. Pupils express confidence that staff will help and advise them with any issues or concerns. Sound links with external agencies provide specialist support for those with specific concerns or issues. The behaviour policy, while regularly reviewed, does not give pupils clear guidelines and they are not involved in devising it or evaluating it. Arrangements for pupils joining the school and moving on to secondary school are satisfactory.

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	3

How effective are leadership and management?

The acting headteacher has overhauled many of the school's systems, and regular monitoring and evaluation are now fundamental to its work. All staff share her vision and ambition to move the school forward. Crucially, they are rising to the challenge and to the accountability that goes with their roles. Along with the distribution of leadership roles, especially those of subject leaders, this is strengthening the school's ability to move forward. The school has an accurate understanding of the quality of teaching and the improvement plan includes well-focused measures to improve the quality of pupils' learning. Support from the leadership of other schools has quickened the process and provided a secure foundation for sustained improvement. All groups of pupils are making sound progress, confirming satisfactory equality of opportunity. The governing body has become far more proactive since the acting headteacher took up her post, and has an

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accurate picture of the school's strengths and areas for improvement. It oversees safeguarding procedures satisfactorily.

Partnerships provide sound benefits to children's well-being and the breadth of the curriculum. The school has made a sound start to promoting community cohesion within the school, and its planned opportunities to develop pupils' understanding of our differences and similarities are promoting their respect for their peers and those within the locality. It is starting to develop opportunities for pupils to broaden their experiences through links further afield.

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	3
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	3
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 make satisfactory progress in the Early Years Foundation Stage, in response to satisfactory provision. Themes are carefully chosen to reflect the children's experiences and they settle happily to learning. However, planning does not always ensure that activities match the different levels at which the children are working, and this slows their progress when work is too hard or too easy. Opportunities to quicken pupils' learning are sometimes missed because staff do not question children regularly or carefully enough about what they have found out.

The children's personal development is a priority and activities provide a wide range of opportunities for them to develop independence, cooperate well with other children, behave safely and take responsibility for their actions. Family boxes encourage their understanding of our differences and similarities and the concept of respect and equality. This is underlined in 'Food Fridays,' which encourage their cultural understanding as well as developing their understanding of eating healthily. Assessment of what the children have learnt is built into daily routines and recorded regularly to give a sound overview record of their achievements. Children enjoy learning in the classroom and outdoors but

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the planning and resourcing of the outside area have not been given enough attention, and it does not provide a full range of activities to cover all the areas of learning for children of this age.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was below average for a primary school. They were generally supportive of the school, but behaviour was raised as a particular concern. A large majority agreed that the school deals effectively with unacceptable behaviour, but a few commented that bad behaviour was not challenged and that the behaviour system does not work. Another commented that too much time was spent managing bad behaviour, rather than rewarding good behaviour. The acting headteacher agrees with their sentiments. Parents and carers are unanimous in their support for the acting headteacher. One stated that she has 'inspired pupils; she has raised morale, is efficient and effective, is so hands-on and is aware of all of the children's capabilities.' All of the comments have been shared with the acting headteacher, while preserving the confidentiality of the process.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brinsley 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	44	13	52	1	4	0	0
The school keeps my child safe	13	52	11	44	1	4	0	0
My school informs me about my child's progress	10	40	13	52	2	8	0	0
My child is making enough progress at this school	6	24	16	64	3	12	0	0
The teaching is good at this school	8	32	15	60	2	8	0	0
The school helps me to support my child's learning	9	36	14	56	2	8	0	0
The school helps my child to have a healthy lifestyle	11	44	12	48	2	8	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)	6	24	17	68	1	4	0	0
The school meets my child's particular needs	8	32	15	60	2	8	0	0
The school deals effectively with unacceptable behaviour	6	24	13	52	5	20	0	0
The school takes account of my suggestions and concerns	9	36	13	52	3	12	0	0
The school is led and managed effectively	11	44	10	40	4	16	0	0
Overall, I am happy with my child's experience at this school	11	44	13	52	1	4	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



6 April 2011

Dear Pupils

Inspection of Brinsley Primary and Nursery School, Nottingham, NG16 5AZ

On behalf of the inspection team, thank you for making us very welcome when we visited your school recently. We enjoyed talking to you and watching you learning. I send special thanks to the pupils who met with me. Thank you for sharing with me your thoughts about the school. Congratulations on your above average attendance.

Your school is giving you a satisfactory education. You are reaching average levels in English and mathematics and making satisfactory progress through the school. This is because teaching is satisfactory overall. However, when teaching is good, you make quicker progress. You feel safe in school and trust the teachers, who care about you. You enjoy having jobs and responsibilities around the school, which help you to practise the skills that you will need when you are older.

Your acting headteacher has made a lot of changes and together with the staff, is helping the school to improve. I have asked her to make sure that you can achieve better in English and mathematics, especially in writing, and in mathematics through Key Stage 1. The headteacher will make sure that the work that you are given is always at just the right level and that you have lots of chances to learn for yourselves. I also want the questions that teachers ask you to help you to move further forward and for all lessons to be at a brisk pace. Those of you in the Early Years Foundation Stage like learning outdoors but the area has not yet been planned carefully enough to provide all the activities that you need. During the inspection, you behaved well, and many of you always do. The staff, parents and carers and a lot of you told us that a few people don't behave as well as they should. The acting headteacher is going to work with you and your parents and carers to write a new behaviour policy, so that all of you understand what is expected.

I hope that you will help the staff to make these improvements by working hard and behaving well.

Yours sincerely

Lynne Blakelock
Lead inspector

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