

# Berry Hill Primary School

Black Scotch Lane, Mansfield, NG18 4JW

**Inspection dates** 30–31 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards in English and mathematics have been rising steadily in recent years and are now above average at the end of Year 6.
- Teaching is mainly good, and this has resulted in pupils of all abilities and backgrounds making good progress. Some teaching is outstanding.
- Pupils in Years 5 and 6 have a very clear understanding of how well they are learning and how they can make their work even better.
- Children in the Nursery and Reception achieve well because staff provide interesting activities that capture their interest and imagination.
- Teaching and learning have improved because leaders, staff and the governing body have successfully identified and tackled weaknesses.
- Leaders keep a close check on the progress of different groups of pupils. They use the information they gather well to identify those in need of a boost and to hold teachers to account for pupils' progress.
- Pupils enjoy school and feel safe. They behave well, attend regularly and work hard.

### It is not yet an outstanding school because

- Not all of the teaching is yet good or better. Teachers do not always check closely enough on pupils' understanding in lessons.
- Younger pupils, particularly those in Years 3 and 4, do not always know enough about how they can improve their work.
- Occasionally, pupils are not encouraged to make choices and decisions about their work and show initiative.
- The work set in lessons is not always hard enough for the more-able pupils.

## Information about this inspection

- Inspectors visited 24 lessons, including short visits to sessions during which early reading skills (phonics) were taught.
- Inspectors held discussions with pupils, the headteacher and other senior leaders, four governors and a representative of the local authority.
- Inspectors examined a range of documents, including a summary of the school’s self-evaluation, the school improvement plan, and policies aimed at keeping pupils safe.
- The views of 36 parents and carers were analysed through the Parent View website. Inspectors also spoke informally to parents and carers to seek their views about the school.
- The views expressed by 20 staff who returned a questionnaire were also considered.

## Inspection team

Keith Williams, Lead inspector

Additional Inspector

Kathryn Skan

Additional Inspector

Nicola Hardman

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- There are fewer pupils from minority ethnic backgrounds than in most schools of this size.
- Few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at 'school action' is broadly average.
- The proportion who are supported at 'school action plus' or have a statement of special educational needs is below average.
- A below-average proportion of pupils are supported by the 'pupil premium', which is additional government funding for pupils known to be eligible for free school meals, in local authority care or whose parents serve in the armed forces.
- Breakfast and after-school clubs are available on the school site, but they are not managed by the governing body and were not included in the inspection.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise the quality of teaching to outstanding, and so accelerate pupils' progress still further, by:
  - providing consistently demanding work for more-able pupils
  - ensuring that younger pupils have a clearer understanding of how to improve their work and reach their targets
  - increasing opportunities for pupils to work on their own and show initiative
  - keeping a closer check on pupils' understanding in all lessons, so that any misconceptions can be quickly corrected and work adapted as necessary.

## Inspection judgements

### The achievement of pupils is good

- Standards by the end of Years 2 and 6 are above average. This is higher than at the time of the last inspection. Many pupils made better than expected progress in reading, writing and mathematics last year. The progress made by pupils in Years 3 and 4, an area of concern in previous years, has also improved well and is now good.
- Most children join the Nursery with the skills typical of children of this age. They make good progress in all the areas of learning throughout the Nursery and Reception in a stimulating environment.
- Many older pupils read avidly for pleasure and to help them learn. Younger pupils have a good knowledge of letters and sounds, because these skills are taught systematically and well. Pupils who find reading difficult receive good support to help them catch up. As a result, pupils, including the few learning English as an additional language, make good progress in reading and standards are above average.
- Pupils' writing has improved because they are given more chance to write at length, in English and other subjects. This is also helping their learning in those subjects. The school has taken successful steps to help boys improve their writing, and the gap in attainment between boys and girls is closing.
- A greater emphasis on solving problems and investigating is raising standards in mathematics. Pupils produce high-quality work when they are able to make choices and decisions for themselves. Year 6 pupils, for example, rose exceptionally well to the challenge of converting metric and imperial measurements to create and bake recipes for cookies.
- More-able pupils are usually given harder work, so they make good progress. Occasionally, teachers keep too tight a rein on pupils' learning, and this limits the opportunities for pupils of all abilities to think for themselves.
- Disabled pupils and those who have special educational needs achieve well because the work set for them is matched closely to their individual ability levels. Teaching assistants make a good contribution to their progress by providing helpful support and guidance.
- Pupils supported by the pupil premium achieve well. Help both in and out of lessons, for example through one-to-one support and homework, is tailored well to pupils' differing needs. This promotes their learning and, where necessary, their confidence and self-esteem.

### The quality of teaching is good

- Improved teaching has contributed strongly to pupils making better progress. Teachers work successfully in small groups called 'Triads' to review and improve each other's work. This is helping to iron out inconsistencies from one class to another, although a few remain.
- Typically, lessons are well planned, so that more-able pupils are given harder work and those who need extra help get it. Staff often provide opportunities for pupils to devise their own investigations or decide how they will tackle a piece of work. Just occasionally, the work is too controlled by the teacher, and not enough is expected of the more-able pupils.

- Teachers usually keep a close check on pupils' understanding during lessons. They ask searching questions so that any misunderstandings are spotted and corrected. On a few occasions, their questions do not probe enough to give an insight into pupils' understanding, so that the level of work can be readjusted.
- A new approach to marking is helping to provide better feedback to pupils. This is best in Years 5 and 6. Here, pupils have a clear picture of how they can improve their work, and understand how they can reach the targets they are set. Younger pupils are not so sure of exactly what to improve, and do not readily remember their personal targets.
- Teaching is good in the Nursery and Reception. The staff work well together to provide a good balance of activities led by an adult and those chosen by the children. Good use is made of the outdoor areas, although the small size of the area for Reception children limits what they can do.
- The teaching of reading, writing and mathematics is good across the school. Teachers have modified the work to help increase girls' confidence in mathematics. This has worked well and the gap in attainment between girls and boys is closing.
- All of the adults who support pupils' learning make a good contribution. Pupils who find learning difficult, disabled pupils and those who have special educational needs are all fully included in lessons, and school life in general, so that all have an equal opportunity to achieve well.

### **The behaviour and safety of pupils** are good

- Pupils' positive attitudes to learning and their good behaviour contribute to their improved progress. They are invariably ready to learn, and they report that lessons are very rarely disrupted by others. Pupils are punctual and attendance levels are consistently above average.
- Pupils listen carefully to teachers and the other adults, and follow their instructions meticulously. They say that they particularly enjoy lessons where they are able to work practically and do things for themselves. Indeed, when they are given the opportunity, pupils show initiative and work well independently, although these opportunities are limited in some lessons.
- Pupils enjoy positive relationship with adults and other pupils. They behave well in and out of lessons. Rare instances of challenging behaviour are managed well by staff. Pupils understand the school's code of conduct, and they say that they appreciate the consistency with which staff use rewards and sanctions.
- Pupils say that they feel safe in school, and parents and carers agree. The school teaches pupils about how to stay safe in a variety of situations, both in and out of school, including when using the internet. They play with good regard for each other's safety.
- Pupils understand that bullying can take many forms. They have no concerns about bullying in school, but are confident that any worries they may raise would be taken seriously and dealt with well by staff. The school records the rare occurrences of bullying or inappropriate behaviour conscientiously.

### **The leadership and management** are good

- Strong leadership has made a telling contribution to the school's improvement. Leaders have

introduced thorough ways of checking on the quality of teaching and its impact on learning, and monitoring the progress made by different groups of pupils.

- Leaders use the information they gather well to identify what they must do to secure improvement. They keep close checks on how well the initiatives they introduce are working, and make timely changes when necessary. This is an improvement since the last inspection.
- Staff share the drive and ambition of the leadership team. They are highly critical of their own work, set themselves high expectations, and work well together to improve their teaching. As a result, the quality of teaching and learning is improving, although leaders rightly recognise that some inconsistencies remain.
- Good support from the local authority has helped to improve leadership, teaching and learning. As a result of the school's improvement, the level of support has recently been reduced.
- The school promotes pupils' spiritual, moral, social and cultural development well, and parents and carers appreciate this. Some point to the good range of activities beyond lessons as a factor in their children's enjoyment of school. Pupils speak highly of the opportunities to go on residential visits, which supplement the broad and interesting topics that are taught.
- **The governance of the school:**
  - Governance has improved since the last inspection and this has contributed strongly to the school's increased effectiveness. The governors check the school's performance closely, and compare it against that of other similar schools. They are increasingly well informed and able to hold the leaders to account. Good use is made of the expertise of individual governors. They work well with staff to gather information about specific areas of the school's work, and are taking steps to help pupils understand who they are and what they do. The governing body makes informed decisions about the school's direction and how funding should be spent, including appropriate financial incentives for teachers. The extra funding received through the pupil premium is used well to meet the individual needs of those pupils supported by it, and governors check carefully that this is helping pupils to make good progress in their learning and personal development. The school is in the process of changing the provider for its website, and this facility is temporarily unavailable. Consequently, the school does not yet provide parents with information about how it is using the pupil premium. The governing body has a good programme of regular training to make sure its members' skills are kept up to date, and ensures that all current national safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	132242
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	406489

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	331
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sonya Hurt
<b>Headteacher</b>	Susan Brown
<b>Date of previous school inspection</b>	6 October 2010
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