

Brightside Nursery and Infant School

Jenkin Road, Sheffield, South Yorkshire, S9 1AS

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress in this vibrant and happy school and leave Year 2 with above average levels of attainment.
- Teaching across all year groups is outstanding. Teachers and teaching assistants know pupils very well. Teachers plan lessons that are well structured, meaningful, interesting and provide challenge for all pupils.
- Highly skilled teaching assistants provide well focused and tailored additional support. This means that pupils who speak English as an additional language, those with special educational needs and those pupils eligible for pupil premium, achieve exceptionally well.
- Children in the Early Years Foundation Stage settle quickly and get off to an outstanding start, as a result of the exciting and well resourced activities offered to them both indoors and outdoors.
- Behaviour is outstanding. The very caring and supporting ethos of the school ensures that pupils know that they are cherished and valued and feel safe.
- Pupils are very polite, well mannered and always want to do their best.
- Spiritual, moral, social and cultural development is evident in all aspects of the school's work. This means that pupils of all backgrounds get on extremely well with each other, and in the words of one pupil, the school is 'one happy family'.
- The headteacher provides inspirational and determined leadership and is very ably supported by senior leaders and an effective governing body.
- Leaders know the school very well and expect and get the very best from pupils and staff.
- Governors are very effective in supporting and challenging the school's work. They employ a range of strategies to ensure that pupils achieve well.
- All parents who responded to the on-line questionnaire (Parent View) and spoke to inspectors are unreservedly positive about this outstanding school. However, the school is determined to establish an even closer partnership with all parents, particularly those newly arrived in the country.

Information about this inspection

- The inspectors observed teaching in all classes and saw 16 lessons. One lesson was observed jointly with the headteacher.
- The inspectors looked at work in pupils' books to get a view of current achievement and progress over time.
- The inspectors listened to a group of Year 1 and Year 2 pupils reading their books as well as observing pupils reading in their lessons.
- Inspectors spoke to a group of Year 1 and Year 2 pupils to get their views about how teaching helps them to improve, what they think about behaviour in school and whether they feel safe.
- The inspectors took account of 26 responses from parents to the on-line questionnaire (Parent View).
- Meetings were held with four members of the governing body, a representative from the local authority and the school's senior leaders.
- The inspectors looked at a range of documents including the school's view of its own performance, data on pupils' attainment and progress, the school's development plan, monitoring records, performance management information and records relating to behaviour and safeguarding.

Inspection team

Mark Randall, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Baljinder Khela	Additional Inspector

Full report

Information about this school

- This is an average size infant school.
- Pupils come from a range of ethnic groups, the largest single group being White British followed by Pakistani and African pupils. An increasing number of pupils are joining the school from Eastern European countries.
- An above average proportion of pupils (just over a third) speak English as an additional language.
- The proportion of pupils eligible for pupil premium (which provides additional funding for pupils known to be eligible for free school meals, in local authority care and those with a parent in the armed services) is well above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action plus or a statement of special educational needs is above average.
- The number of pupils leaving or joining the school part way through the year is well above average.

What does the school need to do to improve further?

- Build on the current partnerships to further involve and encourage parents, especially those new to the school and country, to participate in all aspects of school life.

Inspection judgements

The achievement of pupils

is outstanding

- Most children start school with skills and abilities that are well below those expected for their age especially in language and communication, personal and social skills. Children make considerable gains in learning in the Nursery and Reception classes because staff have a clear understanding of their next steps and plan imaginative activities indoors and outdoors to involve and enthuse them. There is a strong focus on improving children's speaking and listening skills. Consequently, all children, including those who speak English as an additional language, make excellent progress.
- Pupils of all abilities and backgrounds make outstanding progress from their starting points across Years 1 and 2. Standards are above average in reading, writing and mathematics at the end of Year 2 for those pupils who have been at the school from at least the beginning of Year 2. Although pupils joining the school in the Year 2 make rapid progress, they do not have enough time to reach the standard expected for their age.
- Pupils enjoy reading tremendously and regularly choose books from the well stocked library. Year 2 pupils talk enthusiastically about books by their favourite author Roald Dahl and describe his stories in great detail. The daily and very effective teaching of phonics (knowledge of letters and the sounds they make to help pupils read unfamiliar words) means that pupils of all abilities, including those new to learning English as an additional language, use their skills confidently to sound out unfamiliar words.
- Pupils make very brisk progress in learning to write. By the end of Year 2, pupils write with legible handwriting, use a range of punctuation well and many use paragraphs in extended pieces of writing.
- Achievement in mathematics is outstanding. Pupils learn quickly because the work set for them is at just the right level and they often use their skills to solve problems. In a Year 2 mathematics lesson, pupils enjoyed adding amounts of money, with some pupils finding the total of three items each costing much more than a pound. All pupils could confidently discuss the strategies they were using and knew if they were being successful or not.
- Leaders and teachers use very thorough systems to check pupils' progress. This allows them to support the pupils' needs and tailor teaching extremely effectively, whether in small groups, individually or in lessons. It ensures that pupils from all backgrounds, as well as disabled pupils and those with special educational needs, achieve well.
- Pupils who are eligible for pupil premium funding also make outstanding progress. In 2012, these pupils were half a term behind their classmates; their attainment is now even closer to that of all other groups, as a result of the very effective support offered to them by teaching assistants and their attendance at the early morning reading club.
- The school promotes equality of opportunity extremely well and ensures that all pupils, including those from Pakistani, African and Eastern European heritage make outstanding progress.

The quality of teaching

is outstanding

- Overall outstanding teaching enables pupils to make rapid and sustained progress over time. Much of the teaching observed during the inspection was outstanding with none less than good.
- Teachers plan interesting and exciting lessons very carefully and ensure that the work set is at just the right level for and get the very best out of every pupil. Teachers make it crystal clear to pupils what they are learning and how they will know if they are successful.
- Teachers constantly check that pupils understand their work and are working as well as they can during lessons. Pupils of all ages get on with their work very well and know if they are successful and exactly what to do to make their work even better.
- Resources are well used to fully involve and interest all pupils and help them all develop their skills. In a Year 1 geography lesson, the teacher enabled pupils to use, very successfully, a

range of sources, including pictures, photographs, maps and texts to identify similarities and differences between Edale and Sheffield. As a result, they all made outstanding progress.

- In the Early Years Foundation Stage, both the indoor and outdoor learning areas are well designed, stimulating and offer challenge to children of all backgrounds and abilities. Children choose their own activities and are very well supported by all adults. Questioning is used well to develop children's speaking and listening skills well.
- Teaching assistants are very well used to support learning. They are highly skilled, well focused and have clear roles. They are well trained and work with specific pupils whom they know very well. They use imaginative strategies to help pupils learn. In a Year 2 writing lesson, the teaching assistant encouraged pupils to use adjectives, similes and connectives in their poems. Pupils made outstanding progress.
- Pupils new to speaking English as an additional language are supported extremely well and acquire language very quickly. In a lesson observed in the Nursery class, two children at the very early stages of learning English worked with the teacher to describe objects using the words 'big' and 'little'. In another lesson, a teaching assistant used picture clues extremely well to develop pupils' language. Children in both lessons made outstanding progress.
- Marking is of a very high standard and teachers are very aware of pupils' progress. Teachers leave detailed comments that help pupils move onto the next stages of their learning.
- Pupils describe their lessons as 'exciting' and say that they 'learn lots'. They describe their teachers as 'very kind and caring and they teach us everything'.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is excellent. Pupils listen extremely well to their teachers and to each other. They move around school calmly and sensibly and are well mannered, polite and courteous at all times. At playtimes pupils of all backgrounds play happily together. Pupils say enthusiastically that they 'all get on together'. Parents and staff wholeheartedly agree that behaviour is excellent.
- The range of rewards and sanctions used by the school to promote good behaviour are well known by pupils. Pupils know that 'Golden Time' is lost when they make wrong choices. Pupils enjoy sharing their work and achievements in the weekly 'Special Mentions Assembly' when all members of the school family celebrate together.
- Pupils show a very good understanding of what bullying is, and tell inspectors that very little bullying happens. Incidences of name calling or unkind behaviour are extremely rare and, if these do occur, pupils are extremely confident that staff will deal with issues immediately.
- Pupils feel extremely safe and very well looked after at school. They are aware of the dangers of talking to strangers, know how to cross the road safely and know what to do if something worries them when they are searching the internet. Every parent who responded to the online questionnaire agrees with this.
- Pupils enjoy coming to school to learn. The school does everything it can to encourage pupils to attend school regularly, consequently, attendance is rising.

The leadership and management are outstanding

- The headteacher's outstanding leadership has sustained high achievement since the last inspection. She has a very clear view of how successful the school can continue to be, which is shared by staff, parents and governors alike.
- The headteacher is very well supported by the deputy headteacher and other leaders. Together they form a united team who insist on only the very best for all pupils regardless of age, ability or background.
- Staff morale is high. One staff member commented that they 'feel lucky to be part of such a committed and hardworking team who constantly want the best for every pupil'.

- All leaders, including governors, regularly check the quality of teaching throughout the school. They provide clear areas for development and make sure that teachers respond quickly to these. They regularly look at pupils' work and talk to pupils to gain their views on learning. There are strong links between the school's evaluation of teaching and its performance-management process, including increases in salaries and training.
- Development planning is sharply focused and actions are clearly linked to improving outcomes for all pupils.
- Leaders know exactly how much progress individuals and groups of pupils make. They take speedy and effective action if any underachievement is identified. In this way, the school ensures that the promotion of equality of opportunity is outstanding.
- The curriculum is outstanding. A range of exciting and relevant activities are planned for pupils, including memorable visits and visitors to the school. Pupils talk enthusiastically about their visits to Edale, designing and making pizzas at a local restaurant and about the imminent residential visit to Whirlow Farm. Spiritual, moral, social and cultural development flows through all aspects of the school's curriculum.
- The school works well with parents. All parents who responded to the online questionnaire (Parent View) are extremely happy with how well the school is led and managed. A wide range of events and activities regularly involve parents, including opportunities for them to spend time in their child's classroom each morning as well as family weekend walks led by the learning mentor. The involvement of parents new to the school and, in particular, new to this country, is slowly increasing although the school is determined that more will be done to involve them further.
- The school is held in high regard within the local authority which provides effective light touch support. The headteacher regularly supports other schools and Brightside is used as an example of outstanding practice across the district.
- **The governance of the school:**
 - Governors effectively challenge and support school leaders and hold them to account for pupils' achievement. They use their skills well and come into school often, observing lessons, talking to teachers and leaders and looking at pupils' work. Governors know how well the school performs in relation to other schools nationally. They have an excellent understanding of the strengths and weakness in teaching and know how teachers' performance is closely linked to the progress pupils make and how this is reflected in the salary structure. Governors fully explain how the pupil premium funding has been spent and know the difference that this money is making to pupils. Governors make sure safeguarding arrangements meet statutory requirements and are well trained.

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

Unique reference number	106987
Local authority	Sheffield
Inspection number	413339

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Stuart Trickey
Headteacher	Debbie Kelly
Date of previous school inspection	26 February 2009
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