

Inspection of Berry Hill Primary School

Black Scotch Lane, Mansfield, Nottinghamshire NG18 4JW

Inspection dates: 21–22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Berry Hill is a friendly and happy school. Pupils are proud of it. They say that adults look after them and want them to do their best. They enjoy learning. Pupils also enjoy the wide range of extra activities and clubs provided. Sport is a particular favourite. Pupils play a big part in making the school a good place to learn. They value the house system and aspire to be house captains or school ambassadors.

Assemblies help to make sure everyone understands the school's values to 'take care and stand out'. Pupils want to stand out for the right reasons. Pupils behave well and are kind to each other. Older pupils set a good example for the younger ones. Some pupils are concerned about bullying. However, pupils are very confident that staff will quickly sort out any problems or worries they have. They know they can talk to someone if they have a worry. Pupils feel safe.

All adults want pupils to do well. Pupils enjoy the topics that they study, and they work well together. They value the opportunities they have to explore, discover and create. However, not all teachers' expectations are high enough.

What does the school do well and what does it need to do better?

The school provides a good quality of education. Leaders and other staff have made the school better. Leaders have developed a clear vision for what pupils should learn. They ensure that the curriculum is planned carefully in most subjects. Planning builds on what pupils already know and what they need to do next. Pupils achieve well, particularly in key stage 2.

Planning and assessment in mathematics have improved. Staff teach new concepts in a logical order. This has led to improvements, particularly in key stage 2. In these classes, pupils are challenged to achieve their best. They enjoy the tasks they are set. However, in some classes, including the early years, teachers' expectations of what pupils can do are not high enough. As a result, some pupils do not always achieve as well as they could.

Improvements in the teaching of reading are most evident in key stage 2. Pupils achieve well. Leaders ensure that reading is a priority, including in the early years. Phonics in key stage 1 is usually well taught. Leaders are keen to develop a love of reading in all classes. Staff provide extra help for pupils who find reading difficult. Adults provide this help quickly so that pupils can use their reading skills in other areas. However, sometimes, teachers do not meet the pupils' needs. For example, sometimes, staff do not match pupils' books well enough to the sounds that pupils know. When this happens, pupils do not achieve as well as they could.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. The special educational needs coordinator ensures that these pupils' needs are identified accurately, and support is put into place. Pupils with SEND achieve well. Pupils' social and emotional needs are well met.

Leaders are continuing to work hard to improve the wider curriculum. Detailed plans are in place for most subjects. Leaders and staff have made developing key vocabulary a priority. Teachers normally follow these plans. However, in geography, planning is not fully developed for all year groups. This results in learning not being as effective as it could be.

Pupils develop a good attitude to learning as they go through the school. Leaders make this happen by celebrating and rewarding good behaviour. Pupils play well together at breaktimes and lunchtimes. However, sometimes, pupils do not always concentrate on their work.

Leaders and other staff have made pupils' personal development an important part of the school. Pupils take part in sporting events and local competitions. This develops a pride in their school. The 'challenging questions' approach makes pupils think about, and discuss, wider issues. Pupils are taught to be reflective. For example, some pupils told an inspector they had talked about the question: 'If we don't look after the world, who will?'

Governors are very clear about their role in checking the school's work. The headteacher provides the governors with information about what is going well and what needs to improve. Governors check that these improvements are taking place.

Staff enjoy working at this school. They value the clarity and vision of the senior leaders. They say that leaders are mindful of their workload. Most parents and carers are also very positive about the way leaders are improving the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff care for pupils and work hard to keep them safe. Safeguarding training for staff is up to date. All staff are vigilant and there is a strong culture of safeguarding. Staff know the procedures for raising concerns. Leaders quickly follow up any concerns that are raised. They keep detailed records and work with other agencies to give pupils the support they need. Governors check the school's procedures to make sure that they are effective.

Pupils say they feel safe. The curriculum teaches pupils the skills and knowledge that they need to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have brought about improvement in many subjects. However, they have not made sure that their plans are well thought out and thorough across all year groups, particularly in key stage 1. As a result, pupils' achievement varies.

Leaders need to check more carefully that their plans and initiatives are being implemented effectively by all staff.

- Leaders have not ensured that phonics is taught consistently well. Consequently, pupils in key stage 1 and the early years do not become the confident and fluent readers that they could be. Leaders should ensure that all staff have the expertise they need to teach phonics consistently well.
- In some classes, including in the early years and key stage 1, staff sometimes do not have high enough expectations of what pupils can achieve. This means that pupils do not achieve all that they are capable of. Leaders need to ensure that all staff use information about pupils' learning well to plan and teach learning experiences that enable pupils to achieve their very best in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	132242
Local authority	Nottinghamshire County Council
Inspection number	10121211
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	Local authority
Chair of governing body	Ian Pearce
Headteacher	Jacqueline Hill
Website	www.berryhillprimary.co.uk
Date of previous inspection	28–29 November 2017, under section 5 of the Education Act 2005

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we held meetings with the headteacher, other senior leaders, middle leaders, teaching and non-teaching staff, members of the school's governing body and a local authority representative. We also spoke with groups of pupils.
- To inspect the school's safeguarding arrangements, we spoke to the designated safeguarding leader, members of staff, parents, governors and pupils. We also checked the single central record and a sample of safeguarding records.
- We looked at reading, writing, mathematics, physical education and geography in detail, to evaluate the quality of education. We spoke with leaders of these subjects, visited lessons, spoke with pupils and teachers, and looked at pupils' work.
- We also considered school improvement and self-evaluation documentation, along with minutes of the meetings of the governing body, records of behaviour and attendance, and other information provided by school leaders.

- We considered the 72 responses to Ofsted’s questionnaire, Parent View, and the 70 free-text responses. We considered the surveys completed by 26 staff and 33 pupils.

Inspection team

Ged Philbin, lead inspector	Ofsted Inspector
Lynn Corner-Brown	Ofsted Inspector
Andy Lakatos	Ofsted Inspector
John Lawson	Her Majesty’s Inspector

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