

Inspection of a good school: Brocklewood Primary and Nursery School

Fircroft Avenue, Bilborough, Nottingham, Nottinghamshire NG8 3AL

Inspection dates: 7 and 8 March 2023

Outcome

Brocklewood Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and happy in school. They say that bullying is rare. When it happens, adults deal with it effectively. Staff have high expectations of pupil behaviour. Pupils who need help to manage their behaviour are supported effectively. Classrooms are calm and purposeful. Pupils work well together. They are taught to be tolerant and respectful of others.

There are many opportunities for both pupils and parents to develop their talents and interests. These include pottery classes, sports festivals, mathematics competitions and parent cafés. Pupils are encouraged to represent the school in a sporting activity by the end of Year 6. They enjoy the opportunity to take on different roles and responsibilities. The pupils' parliament is an example of this.

Teachers in the nursery plan imaginative activities for the children. These help to develop children's language and improve their vocabulary. Pupils go on to study a broad and balanced curriculum in key stage 1 and key stage 2. The majority of pupils are ready for the next stage of their education.

One parent captured the views of many, describing Brocklewood as a 'lovely, approachable and well led school. I'm proud to say my children attend.'

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

Leaders have thought carefully about what pupils will learn. They have ensured that new ideas build on pupils' previous learning. The curriculum is ambitious. Pupils study a broad range of subjects. Teachers plan activities that help pupils to remember what they have been taught. For example, pupils in key stage 1 learn about the different parts of a plant by closely observing them and recording their different features.

Teachers skilfully ask questions to check that pupils understand what they have been taught. Adults work effectively with individual pupils or small groups to support their

learning. Leaders check regularly on pupils' learning. These checks help leaders to ensure that pupils are progressing well through the curriculum.

Leaders have prioritised the teaching of early reading and phonics. They have recently invested in a new phonics scheme. It is being well implemented. Staff have received effective training that is frequently updated. Reading books match the letters and sounds that pupils are learning. Pupils read these books frequently. Pupils who struggle with phonics are identified quickly. However, some pupils are not always given the support that they need to help them to catch up quickly enough.

In mathematics, pupils learn well. Teachers have good subject knowledge. They provide pupils with many opportunities to develop their mathematical thinking and problem-solving skills. Most activities and resources are carefully chosen. Pupils say that they like mathematics. In particular, the 'challenge' questions that encourage them to think, apply what they have learned and explain their answers. However, some of these activities lack precision.

Children in the early years benefit from a well-thought-out curriculum. Children enjoy completing the purposeful activities. They do this with sustained concentration. Children learn phonics from the start of the early years. They develop mathematical vocabulary such as 'under' and 'inside' during a hunt for bears. Relationships between adults and children are warm and positive. Children are being well prepared for the key stage 1 curriculum.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Teachers adapt activities, so that pupils with SEND learn the same content as their classmates. They are provided with effective extra support. This helps them to catch up. Leaders check carefully that pupils with SEND are involved in extra-curricular activities. Some parents of pupils with SEND spoke in glowing terms about the help their children receive.

The curriculum for pupils' personal development is strong. Pupils learn about the importance of diversity and equality. They have a good knowledge of faiths and cultures that are different to their own. Pupils are being well prepared for life in modern Britain.

Brocklewood staff are a strong team. They frequently learn from each other when they listen to the 'expert in the room'. Workload is well managed. Staff are not asked to do something without a well-researched reason.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and school staff are well trained. They notice when pupils are unhappy and pass on any safeguarding concerns quickly. The safeguarding team work well with external agencies.

Pupils use 'bubble time' if they feel worried. They can receive emotional support from Molly the therapy dog. There are many trusted adults who pupils can talk with should

they have a concern. Pupils learn how to stay safe when they are playing. They learn about positive and healthy relationships.

Leaders undertake suitable checks before adults can work or volunteer at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who are still at the early stages of learning to read do not receive effective support. This prevents them from becoming confident and fluent readers. Leaders should ensure that these pupils receive effective help, so that they can decode unfamiliar words and become fluent readers.
- In mathematics, teachers do not always choose appropriate 'challenge' activities. Pupils do not apply what they have learned well enough. Leaders should ensure that teachers provide these pupils with activities that will deepen and enrich their mathematical thinking.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

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 information from Ofsted Parent View 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.

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	141397
Local authority	Nottingham
Inspection number	10241707
Type of school	Primary/Nursery
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	493
Appropriate authority	Board of trustees
Chair of trust	Peter Munro
Headteacher	Heather Tarrant
Website	www.brocklewoodprimaryschool.co.uk
Date of previous inspection	12 and 13 September 2017

Information about this school

- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector undertook deep dives into early reading, mathematics and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector met with the designated safeguarding lead and reviewed relevant safeguarding documentation. She spoke with staff about their safeguarding training.
- The inspector visited the breakfast club. She observed pupils during breaks and around the school site.
- The inspector met with the leader responsible for the provision for pupils with SEND and visited lessons to see how the curriculum is adapted to meet the needs of all pupils.

- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The inspector met with governors and the chief executive officer of the trust. She reviewed minutes from meetings held by those responsible for governance.
The inspector considered the responses to Ofsted's parent, pupil and staff questionnaires. She also spoke with parents at the start of the day.

Inspection team

Jo Ward, lead inspector

Ofsted Inspector

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