

Inspection of Brinsley Primary and Nursery School

Moor Road, Brinsley, Nottingham, Nottinghamshire NG16 5AZ

Inspection dates: 21 and 22 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The ambition at Brinsley is for all pupils to be 'stars'. The five letters in the word stars stand for shine, teamwork, achieve, respect and smile. These five aims influence all aspects of school life. Pupils know the school's values well. As they get older, they develop a deeper understanding of them. Year 6 pupils explained that respect is about treating one another kindly, listening to people and knowing that it is OK to have differences of opinion.

The fifth value is commonplace at Brinsley. Pupils smile often because they feel happy and safe in their surroundings. They know that the staff at Brinsley are there for them if they need help. Pupils have positive attitudes towards learning. They like how their teachers explain things clearly and make lessons fun.

Classrooms are calm, orderly places where pupils can concentrate easily. Pupils get on well with each other. One pupil, typical of many, told inspectors, 'If anyone is upset, you always get help here – from the students too, not just the teachers.' Pupils know that bullying is not allowed at their school.

Parents feel supported and well informed. They appreciate the warm, caring ethos at Brinsley.

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

In nearly all subjects, the curriculum has been planned in a methodical way. What pupils need to know, and when they need to learn it, has been set out step by step. It is clear what pupils need to know and when they need to know it. However, in a small number of foundation subjects, leaders have not yet organised the curriculum as precisely.

Children get off to a good start in the early years at Brinsley. Staff prioritise developing children's communication skills. They take opportunities to do this through children's imaginative play. In the nursery class, for instance, a member staff skilfully introduced new words so that the children could describe the vets and the animals who were being treated. Children enjoy singing songs, joining in with rhymes and listening to stories. Through these activities, staff build children's vocabulary and their understanding of language.

Reading is taught well at Brinsley. There is a consistent approach to the teaching of phonics. Anyone who falls behind in phonics is given support straight away to help them get back on track. The books that pupils read at home are closely matched to the letter sounds that they know. To develop fluent reading, staff encourage pupils to sound out words in their head. A structured approach to the teaching of reading comprehension means that pupils in key stage 2 develop their understanding of complex texts. Pupils hold positive attitudes to reading. They love listening to their teachers read at the end of each day.

Teachers have good subject knowledge. They show pupils what they need to do and how to do it. Teachers make sure that they adapt their lessons according to pupils' needs. Pupils have access to resources to help them understand what they are doing and to be successful. When pupils write, for example, they refer to sound cards to help them choose the right combination of letters for the words they want to spell. In some subjects, teachers build effectively on what pupils have learned before. This helps pupils to deepen their understanding. However, this is not the case across the curriculum.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. The leader with responsibility for SEND makes sure that pupils' needs are met. Support plans are of a high quality. Pupils with SEND take part in all aspects of the curriculum.

Leaders and governors have made high rates of pupil attendance one of their main aims. There are clear procedures in place to reduce absence. Leaders intervene early when attendance is below where it needs to be. They work alongside families to make improvements. This approach has seen a reduction in the amount of time some pupils have off school. However, reducing the rate of persistent absence for disadvantaged pupils remains a priority.

In their personal, social, health and economic (PSHE) education lessons, pupils learn how to be safe, active responsible citizens. They know what it means to be a good friend. Pupils hold inclusive and welcoming attitudes towards difference. Pastoral support is on hand if they require support for their well-being.

Staff appreciate the consideration given to their professional development and workload. Governors fulfil their responsibilities effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role in keeping pupils safe. They know that safeguarding is everyone's duty. Staff report concerns promptly. Record-keeping is detailed. Leaders ensure that families get the support that they need. They know when to involve other agencies. In PSHE education lessons, pupils learn about their emotions and to speak out if they are worried about how they are feeling. They learn how to keep themselves safe online and when they are playing outside. Pupils know the importance of keeping their personal information private and reporting anything that concerns them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, leaders have not clearly identified what they want pupils to know and remember. Where this is the case, pupils do not develop a sufficient depth of understanding. Leaders must ensure that the important knowledge that pupils must remember is set out sequentially in all subjects.
- In some subjects, teachers do not make precise links to the important knowledge and skills that pupils have already learned. Where this is the case, pupils do not build on what they already know and can do. Leaders must ensure that teachers help pupils to make connections between current learning and previous learning so that they deepen their understanding over time.

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	122566
Local authority	Nottinghamshire County Council
Inspection number	10242204
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	211
Appropriate authority	The governing body
Chair of governing body	Lorraine Berry
Headteacher	Jason Osprey
Website	www.brinsley.notts.sch.uk
Date of previous inspection	4 July 2017, under section 8 of the Education Act 2005

Information about this school

- The current headteacher was appointed in September 2019.
- This school does not make use of any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, religious education and geography. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also spoke to the curriculum leader and looked at subject plans for art, design and technology, computing, history and physical education.

- Inspectors met with the headteacher, assistant headteachers, subject leaders and a sample of teaching and support staff. Inspectors met with the leaders responsible for pupils with SEND, behaviour, the early years, and personal development.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff survey.

Inspection team

Shaun Carter, lead inspector	His Majesty's Inspector
Aileen King	Ofsted Inspector
Christopher Wheatley	Ofsted Inspector

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