



Brightside Nursery and Infant School

Inspection Report

Unique Reference Number 106987
LEA Sheffield
Inspection number 277675
Inspection dates 8 May 2006 to 9 May 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Jenkin Road
School category	Community		Sheffield
Age range of pupils	3 to 7		South Yorkshire S9 1AS
Gender of pupils	Mixed	Telephone number	0114 2441826
Number on roll	219	Fax number	0114 2617941
Appropriate authority	The governing body	Chair of governors	Mr Stuart Trickey
Date of previous inspection	7 February 2000	Headteacher	Mrs Debbie Kelly

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small nursery and infant school is situated close to the centre of Sheffield. It serves a socially and economically mixed area. An above average proportion of pupils are eligible for a free school meal. There is a below average number of pupils with learning difficulties and/or disabilities. Approximately one third of pupils are from minority ethnic backgrounds and a fifth speak English as an additional language. The school has recently experienced some long-term staff absences; the headteacher and deputy headteacher are relatively new to the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, and more effective than the school's modest judgement. The impact of the actions by the headteacher and deputy headteacher to tackle underachievement and improve teaching and learning are impressive. There is a perceptive understanding of what works well and where improvements are needed, especially in mathematics. Standards in reading and writing were broadly average in the 2005 national assessments in Year 2. Pupils achieve well based on their very low attainment on entry to the school. Minority ethnic pupils achieve particularly well in speaking and listening in the Foundation Stage. This prepares them well for later stages. The school has rightly identified the achievement of boys as an area to improve. The quality of teaching and learning is good in all classes, apart from one where it is weaker. The care, guidance and support for pupils, especially vulnerable pupils, are good, as is the personal development and well-being of all pupils. Behaviour is good and pupils enjoy their learning. There are detailed systems in place to check the individual progress of pupils and to share what they have to learn in lessons. Pupils' and parents' views are sought. Good steps have been taken to provide training for parents so they can help their children at home. The curriculum is good and well enriched by an after school games and art club, lunchtime activities, visits and visitors. The provision for outdoor learning in the Foundation Stage is limited due to the difficult access for the older children. Recommendations from the previous inspection have been well dealt with. The school has a good capacity to improve and provides good value for money.

What the school should do to improve further

- Improve the achievement of boys by providing them with lots of help and clear explanations so that they always know what to do next and do not become inattentive.
- Improve the quality of teaching and learning where it is inadequate by having higher expectations of the pupils.
- Make more stimulating areas outdoors for the Foundation Stage and improve the accessibility from the Reception class.

Achievement and standards

Grade: 2

Standards are broadly average in reading, writing and mathematics. Achievement is good, based on the very low attainment on entry to the Nursery and the overall average attainment by the time pupils leave the school in Year 2. Children achieve well in the Foundation Stage, although standards were still below the nationally expected levels by the time they left the Reception classes in 2005. Current standards in the Foundation Stage are improving, as a result of the priority given to promoting speaking skills through well planned intervention and extension of the children's play. Steps to tackle the underachievement in mathematics and science in Years 1 and 2 have been good

and are well reflected in the improved results in the national assessments. For example, Year 2 pupils completed and accurately recorded the outcomes of several science investigations. Leadership has targeted the low attainment of pupils with learning difficulties and/or disabilities well through planned intervention and support. Achievement of those vulnerable groups is good. Pupils who speak English as an additional language achieve particularly well as a result of the high quality support they receive. Higher attaining pupils achieve well because of improvements to planning and the level of challenge provided by most teaching. More able pupils in Year 2 work hard, especially in mathematics, as they said, 'we have special sums that even our teacher cannot do'.

Personal development and well-being

Grade: 2

Personal development and well-being are good with some outstanding elements. Behaviour is good in and around the school. Most pupils have positive attitudes to their work, although sometimes boys are less enthusiastic, especially where teaching is inadequate. Bullying rarely occurs and if it does, pupils have a simple strategy to deal with these problems: 'Stop it. I don't like it. Tell an adult'. This is well supported by staff who show zero tolerance to inappropriate behaviour through clear, well implemented procedures; for example, pupils explained very proudly their absence from the 'grey clouds'. The 'buddy' system, where pupils support each other, works extremely effectively and also contributes very well to the pupils' transition to junior school. Pupils' spiritual, moral, social and cultural development is good. They show respect, compassion and support for each other. They particularly like the 'achievement assemblies'. Relationships are harmonious. Pupils enjoy finding out about other cultures through religious education, art and assemblies. Pupils feel safe at school. They learn about healthy lifestyles and the importance of a good diet and exercise. Pupils and their families are encouraged to make a positive contribution to the wider community, such as taking part in a musical performance based on the local river and supporting a carol service in a local church. Despite the best efforts of the school and outside agencies, attendance remains just below the national figure, although it has improved since the last inspection.

Quality of provision

Teaching and learning

Grade: 2

The school has been over modest in its judgement on the quality of teaching and learning based on the progress made by the pupils. The quality is good, particularly the support provided for pupils with learning difficulties and/or disabilities by skilled teaching assistants. Teachers establish very good relationships that encourage pupils to enjoy all aspects of their learning. As a result, pupils pay good attention and are keen to contribute. Teachers' well chosen questions encourage pupils to answer confidently, although at times, there is a lack of encouragement given to the boys to

answer questions. Lessons run smoothly and maintain good pace. Good use is made of resources, particularly the new interactive whiteboards. The management of pupils' behaviour is effective, although there are a few times when teachers have to remind pupils about unacceptable behaviour. This occurs when teaching is dull and fails to engage the pupils' interest. Assessment procedures are thorough. Information gathered about how well pupils achieve is used to plan appropriately for all pupils and to detail help required for those needing additional support. Older pupils talked confidently about their targets and what these meant to them.

Teaching and learning in the Foundation Stage are good. Teamwork and effective deployment of all staff enable children to be well supported and extended in their learning.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well enriched by a range of activities after school and at lunchtimes to help pupils to keep fit and healthy. Good links with the local community have led to some innovative learning; for example, a musical project on the local river for Reception and Year 1 pupils provided a good stimulus for role play, drama and drawing. At other times, farm visits, football coaching and ice skating contributed well to enjoyment and learning. The teaching of basic skills is given a high priority. The curriculum is well planned and meets all statutory requirements. The Foundation Stage curriculum is well planned for learning inside and outside, although the outdoor provision is limited because of the difficult access to it by the children in Reception class. The school is aware of this and hopes to make an access directly to the outdoor area from the classroom when finances allow.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good with some outstanding features. The support the school gives pupils helps them to grow in confidence and improve their learning year by year. Support from the learning mentor is outstanding and impacts positively on all pupils, but particularly on vulnerable pupils and those who are learning English as an additional language. Rigorous child protection arrangements are in place and due attention is given to making risk assessments. Pupils are supported to a high level, especially those with learning difficulties and/or disabilities. Looked after children and those who speak English as an additional language are well cared for because of good monitoring procedures. High priority is given to healthy living and any health and safety issues are attended to promptly. Pupils' learning is well supported by clear targets for improvement and teachers' helpful comments on their work and verbal feedback. Parents receive good guidance to enable them to help their children with work at home and are particularly impressed with the support they receive through the family learning opportunities.

Leadership and management

Grade: 2

Leadership and management are good. The school's evaluation of this aspect of its work is modest, as it was for several other areas. The impact of actions to improve achievement is impressive. The recently appointed headteacher provides clear and well focused direction for the school's work with a good emphasis on raising standards. The management of systems and the analysis of data about pupils' progress is rigorous. There has been a good impact on raising standards, identifying strengths and weaknesses in teaching and creating a palpable climate for learning. The deputy headteacher leads effectively by the example of her well organised lessons and innovative teaching styles. Leadership responsibilities are shared effectively and are beginning to have an impact on improving teaching and learning in all subjects. The school's own systems to check the quality of teaching and learning are robust and have identified weaker teaching. The headteacher has used her subject knowledge to good effect to secure improvements in mathematics. All staff have subject responsibilities and have led training which is contributing well to the overall improvements to learning. The school is inclusive and treats all pupils with the greatest respect and equality. Parents' and pupils' views are sought. Parents appreciate the well managed daily drop-in sessions to support their children's learning. The governors have taken effective steps to ensure they achieve best value that is well reflected in the high quality of recent appointments to the school, although they do not as yet spend much time in school checking teaching and learning. Good improvements have taken place since the previous inspection and the capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school. We really enjoyed talking to you and looking at your work.

Here are the things we liked best about your school.

- How well you all behave in lessons, in the playground and around school.
- What good relationships you have with each other and the adults in your school.
- You eat healthily and made us feel hungry when you tucked into your apples.
- You work really hard and know this because you do sums that are 'too hard even for your teachers'.
- Your teachers work hard to make your learning fun.
- You look out for children without friends if you are a 'buddy'.
- Your teachers give you lots of rewards for working hard and good behaviour.

What we have asked your headteacher and teachers to do now.

- To give lots of help and clear explanations so that boys always know what to do next and do not become distracted.
- To make sure on all occasions you enjoy learning and are given exciting things to do which will help you work harder.
- To make sure the playground for the Nursery and Reception children has more interesting playing areas.

We hope you enjoy the rest of your time at Brightside School. Good luck.