



Butler's Hill Infant and Nursery School

Inspection Report

Unique Reference Number 122586
Local Authority NOTTINGHAMSHIRE
Inspection number 292447
Inspection dates 26–27 September 2006
Reporting inspector Mr. John Foster

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

Type of school	Infant	School address	Broomhill Road
School category	Community		Hucknall, Hucknall
Age range of pupils	3–7		Nottingham NG15 6AJ
Gender of pupils	Mixed	Telephone number	01159525904
Number on roll (school)	189	Fax number	01159525914
Appropriate authority	The governing body	Chair	Mrs. Shirley Robbins
		Headteacher	Mrs. Frances Wright
Date of previous school inspection	4 June 2001		

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Introduction

The inspection was carried out by two Additional Inspectors over two days.

Description of the school

This is an average sized school serving an area of significant deprivation. Almost all pupils are of White British descent and have English as their first language. The proportion of pupils eligible for free school meals is significantly higher than average, as is the proportion who have learning difficulties. There are no pupils with statements of special educational need.

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 which gives good value for money. Children start in the nursery with attainments that are well below those typical of children nationally. They are taught well throughout the school and this results in pupils achieving well and making good progress in their learning. The children get a good start in the Foundation Stage. Most children have poor communication and social skills when they start school, but in the Nursery and Reception classes they are taught very well, which enables them to develop these skills. By the time they start Year 1 few pupils have reached the standards expected for their age. Throughout Years 1 and 2 they continue to receive good quality teaching and this enables them to make further good progress. A significant number of pupils do not reach the nationally expected standards in reading, writing and mathematics by the end of Year 2. The school provides a good curriculum. Teachers use many opportunities to extend the pupils' learning, such as inviting theatre groups into the school. At the time of the last inspection, it was noted that the school provided insufficient opportunities to extend pupils' learning beyond the school day. This situation has been successfully addressed. Teachers' planning, based on the curriculum requirements, is good. Whilst they plan for pupils' of different abilities, they do not always challenge pupils enough, particularly the more able. Teachers and support staff have high expectations of pupils' behaviour and they use very effective methods to ensure that these expectations are met. The result is that pupils' behaviour and attitudes are outstanding, thus helping them to concentrate and to learn well. They really enjoy coming to school and appreciate what is done for them. The school places great emphasis on pupils' personal development. Provision for pupils' moral and social development is outstanding. They have many opportunities to help around the school, such as by operating the music system in assemblies. They play very well together. At dinnertimes, for example, a wide range of activities are organised for pupils in the playground and they readily share equipment and toys. In the past the school has experienced difficulties in ensuring that pupils attend school regularly, particularly in the Nursery. Concentrated and successful efforts have been made to improve attendance and it is now average. The school provides good care for its pupils. Pupils feel safe and able to concentrate on their work, which leads to their good progress. Relationships within the school are outstanding, both between pupils and between pupils and adults. There are good arrangements for child protection and pupils know that they can go to an adult for help if they need to. The recent introduction of a system for tracking pupils' progress has yet to have an impact on pupils' standards of work. Good leadership and management have led to pupils' good progress. The school is led very well by the headteacher who is well supported by her deputy and staff. Monitoring arrangements are well established and the school's evaluation of its performance is accurate, matching closely the judgements of the inspection team. Governance is satisfactory. Recent changes in the composition of the governing body mean that not all governors are sufficiently involved in planning for the school's future. Whilst they are aware of the strengths and developmental needs of the school, governors rely too much on the headteacher for this information, as

they have not yet fully developed their own monitoring processes to keep a check on the school.

What the school should do to improve further

- Raise standards further in literacy and numeracy by challenging all pupils more, particularly the more able - Improve governors' involvement in strategic planning and in monitoring the school's performance.

Achievement and standards

Grade: 2

From a low starting point when they begin in the Nursery, all children achieve well and make good progress in their learning. Their speaking, listening and social skills on entry are poorly developed and the staff organise many good activities which enable the children to communicate more easily. In spite of the good and at times exemplary teaching they receive, few reach the expected standards by the end of their time in the Foundation Stage. In Years 1 and 2 the good teaching continues, which helps pupils to make further good progress in their learning. By the time they reach the end of Year 2, however, a significant number do not reach the nationally expected standards (Level 2) and few attain the higher Level 3 in reading, writing and mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural growth, is good. Pupils are rightly proud of their school; the school ensures that their well-being is paramount. Behaviour is excellent because adults and pupils show mutual respect and they manage classes skilfully. The lunchtime playleader and the staff ensure that playtimes are harmonious social occasions. Most pupils have a good awareness of healthy lifestyles and appreciate the 'Fit Friends Club'. The recently formed school council is very proud of the part it played in introducing the 'friendship bench' to the playground. Tighter monitoring of pupils' absences has returned attendance levels to satisfactory after a dip in recent years.

Quality of provision

Teaching and learning

Grade: 2

As a result of consistently good teaching, rooted in excellent relationships and high standards of classroom management, pupils of all ages make good progress. Lesson planning is impressive and includes lively activities which create great excitement and make pupils enthusiastic to learn. Teachers and high quality support staff work very effectively as a team. Support for pupils with learning difficulties is exceptionally good,

which enables them to achieve well. More able pupils are sometimes not challenged enough to further improve their rates of progress.

Curriculum and other activities

Grade: 2

Themed activities, such as art and design weeks, develop creativity through enjoyable learning. When talking about their favourite subjects, pupils rate writing highly because of the imaginative curriculum introduced to improve their literacy skills. The Foundation Stage curriculum is rich and varied, with a strong emphasis on improving children's personal and social skills. Visitors, ranging from musicians to poets, successfully bring the curriculum alive.

Care, guidance and support

Grade: 2

Everyone feels valued at the school and it richly deserves its 'Investors in People' award. Excellent relationships permeate every aspect of school life. Procedures for ensuring pupils' safety, including child protection, are rigorous. Staff know what to do when they have concerns and pupils feel confident they can confide in a trusted adult. Pupils receive clear guidance on how they can improve their work. Systems enabling teachers to track pupils' progress with greater precision have been recently introduced but have not yet made a positive impact on pupils' standards of work.

Leadership and management

Grade: 2

The school is very well led by the headteacher. The deputy headteacher and subject leaders are effective in their roles and support her well in developing the school. Effective monitoring of the school's performance has allowed the staff to create effective action plans for the school's development. The school uses resources well to support good learning through good quality teaching. The school has a good capacity to improve further. Governance is satisfactory. The governors are committed to the school, but are over reliant on the headteacher for information. They are not yet sufficiently involved in monitoring the school's performance or in strategic planning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 September 2006 Dear Children Butler' Hill Infant and Nursery School, Broomhill Road, Hucknall, Nottingham. As you know, Mrs Campbell and I visited your school this week to see how well you were getting on with your work. This letter is to thank you for the welcome you gave us, for the ways in which you helped us and to tell you what we found out about your school. You go to a good school where Mrs Wright and all the staff care for you very well. You are taught well from when you start in the Nursery right through the school and this allows you to make good progress in your work. Mrs Wright and the staff work very hard to make you aware of other people and their needs and because of this you behave very well and have good attitudes to your work. You told us that you enjoy coming to school. This was very clear to us, and we were impressed by the ways in which you play together and help each other. In order to make your school even better, we have asked Mrs Wright and the staff to make sure that you are all given work that helps you to make even more progress in your learning and we asked the governors to be a little more involved in planning for your school's future. With all good wishes for the future, Yours sincerely, John Foster (Lead inspector)