

Brookhill Leys Primary School

Inspection report

Unique Reference Number	109309
Local Authority	NOTTINGHAMSHIRE LA
Inspection number	302138
Inspection dates	12–13 July 2007
Reporting inspector	Robert Drew

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	375
Appropriate authority	The governing body
Chair	Mrs Penny Spenceley-Stevens
Headteacher	Mrs Denise Helliwell
Date of previous school inspection	1 September 1900
School address	Chewton Street Eastwood Nottinghamshire NG16 3HB
Telephone number	01773 713452
Fax number	01773 531954

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school, formed in 2006 by the amalgamation of separate infant and junior schools. Pupils come from the former mining town of Eastwood and some of them have backgrounds that are socially and economically disadvantaged. More pupils than average have learning difficulties or disabilities. Attainment on entry to the school is significantly below average. The vast majority of pupils are from White British backgrounds, with very small numbers from minority ethnic groups. No pupils are at an early stage of acquiring English.

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. Some of its work is outstanding. Good day-to-day teaching and learning help it succeed. Lessons are stimulating, involve pupils heavily and are well planned. Some are outstanding because pace is so strong and work matches pupils' needs very closely, allowing them to make rapid progress and enjoy themselves thoroughly. While teaching and learning are generally good, in a few lessons the level of challenge and the pace is lower so that progress is no more than satisfactory. Pupils' long-term progress through the school is helped by careful tracking which informs them and their parents and teachers how well pupils are doing and how to improve.

Personal development is outstanding. There is no single factor responsible but, together, good teaching, the tone set by the headteacher and good care and guidance have a remarkable effect on pupils. Many arrive at the school with weaker social skills than is common, but they leave with confidence and maturity. They behave extremely well because of the school's highly positive impact. Their enjoyment of school is excellent. These positive factors help learning and academic progress but they also ensure good overall spiritual, moral, social and cultural development. The ability of pupils to reflect, notice the needs of others and contribute to their school and the wider community are all good. Pupils show a very clear grasp of personal safety and health issues and are acquiring the skills needed to ensure their future economic well-being. These qualities stem from the good care, guidance and support given by the school. Its curriculum is also good and extra-curricular activities provide many opportunities for pupils to take responsibility, gain new experiences and develop fresh skills. Attendance is average but improving.

Effective teaching and the pupils' enthusiasm for learning lead to standards at the end of each key stage that are above national levels. Given pupils' low starting points, this represents good achievement between entry to the school and the end of Year 6. Quality and standards in the Foundation Stage are good and most other year groups ensure good progress. In Years 3 and 4, pupils generally make satisfactory progress, reflecting the satisfactory quality of teaching in these years. Across the school, standards in science are well above national averages; the subject is well led and staff teach with great confidence, giving full weight to investigative work. Mathematics and English results are significantly above average in Key Stage 1. In Year 6 tests, mathematics results exceed national levels while English is broadly average with standards in writing falling a little short of the school's demanding targets. At both key stages a higher than average proportion of pupils reach the higher levels.

Leadership and management in the school are good. The headteacher has established a highly industrious and happy ethos. With good support from senior colleagues, she has monitored the school's work well, identifying urgent needs and setting remedial action in place as necessary. This has promoted good whole-school leadership of core subjects, improved behaviour in Key Stage 2 and has begun to raise teaching quality in areas of relative weakness. There is a high level of consistency of approach amongst staff. Subject leadership and governance are both satisfactory overall. Value for money is good and the school has a good capacity for further improvement.

What the school should do to improve further

- Ensure pupils' progress is as good in Years 3 and 4 as it is in the rest of the school by making all lessons challenging.

- Raise standards in writing at the end of Key Stage 2.

Achievement and standards

Grade: 2

Standards are above average. In the light of their below average starting points, pupils' general performance represents good achievement. Pupils' initial hindrances to learning are quickly reduced by good teaching with some excellent practice in Foundation Stage classes. Good progress is continued through Key Stage 1, so pupils reach above average standards overall in English, mathematics and science in Year 2 tests. At the end of Year 6, overall standards in the core subjects are again above average, though they are average in English. Test results in writing lag behind those in the other subjects. Standards in science are well above average reflecting how well the subject is led and the consistent confidence of staff. At both key stages, more pupils reach the higher levels than in most schools. All pupil groups make equally good progress. Progress in Years 3 and 4 is satisfactory and the school is right to make improvement here a priority.

Personal development and well-being

Grade: 1

Personal development is exceptional. It reflects the collective impact of numerous strengths: good teaching, good care and guidance and good leadership. Pupils' behaviour overall is excellent and helps make them very effective, independent learners. They feel safe in school and know how to ensure a healthy lifestyle. They take advantage of the opportunities such as 'Wake and Shake' to exercise and be active. They are aware of how to keep themselves safe and most show respect for others. Incidents of bullying are rare and the pupils find these are dealt with quickly and effectively. Spiritual, moral and social development is good as the pupils have a strong sense of what is right and wrong, and respond well to the opportunities provided to reflect and contemplate. Cultural development is also good. The pupils have a particularly strong awareness of tradition within the local area, and trips, visits and art work give them a good range of cultural experiences. They are less sure about the diversity of backgrounds, cultures and beliefs in modern day society in the United Kingdom. The pupils contribute to the running and life of the school, for instance as representatives on the school council or as playground mediators.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and at times outstanding. Lively teaching engages pupils with a stimulating variety of activities and helps them to think independently. Teachers question pupils skilfully to check what they know and draw out their understanding. Resources such as computers and science equipment are used well, for instance to help pupils solve mathematical problems and investigate scientific principles. Teachers know their pupils well. They plan thoughtfully and, generally but not always, use data on pupils' progress to make sure that tasks are matched accurately to draw out the best from pupils according to their capability. Additional staff work in close partnership with the class teachers, assisting all pupils to do their best. Pupils with learning difficulties benefit from good monitoring of their work, leading to well-planned activities which help them progress at the same rate as their peers. Where teaching is less

successful, lessons move more slowly and opportunities are missed to help pupils think for themselves.

Curriculum and other activities

Grade: 2

The curriculum is good. There is a strong focus on numeracy and literacy skills which underpins good progress throughout the school. A well-planned science curriculum offers pupils plenty of chances to extend their thinking and investigative skills through practical work. Pupils are confident using computers because the curriculum ensures that they use them across the subjects. Explicitly planned provision for gifted and talented pupils is satisfactory. Pupils learn about the importance of leading a healthy lifestyle and personal safety in a good programme of personal, social and health education. They develop enterprise skills, for example when organising stalls for the school fair or fund raising for charity. Pupils benefit from a wide range of before and after-school clubs, and enjoy the very wide range of sporting clubs available.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school ensures there are effective procedures to keep pupils safe and that staff are well trained and briefed to implement them. Assessments of progress are completed regularly to provide information about what the pupils are to learn next and how they could improve their work. This is particularly good in Key Stage 1 and improving in Key Stage 2. Pupils identified as having learning difficulties and disabilities have specific support and individual education plans help to ensure they make good progress. They are involved in the process of devising these plans and parents are also encouraged to be active participants in their children's learning. There are good links with a range of agencies to support the pupils' development, learning and progress. The pupils know that they can voice any concerns or worries they may have with an adult in school and that these will be taken seriously. There are clear systems in place to reward and manage behaviour and also to encourage good attendance.

Leadership and management

Grade: 2

The school is led and managed well. In particular, the headteacher sets very high expectations and works hard to ensure they are achieved. She provides the school with excellent direction. Senior staff form a strong team with her and ensure the school is managed effectively. The school evaluates its own work accurately, with effective action following the identification of needs. For instance, the leadership of core subjects now has a clear whole-school remit, producing comprehensive programmes of work for all year groups. Assessment in Key Stage 2 is improving and staff have established a very consistent and effective approach to managing pupils' behaviour. Some subjects are led well, notably the core subjects and art. Governance is satisfactory; the governing body is very supportive of the school, but is only just beginning to play the role of 'critical friend.'

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
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.

Annex A

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

16 July 2007

Dear Pupils

Inspection of Brookhill Leys Primary School, Eastwood, NG16 3HB

Thank you for making our visit last week an enjoyable one. There are many good things about your school:

- standards are above average overall and standards in science are particularly high
- you are making good progress in your subjects
- the school helps you grow in confidence and helps you mature
- your behaviour and attitudes are positive
- you get involved in local events such as the carnival and are good at looking out for other people
- teaching is good and some of it is outstanding
- the headteacher and her senior staff lead the school well.

If the school is to get even better it needs to:

- make sure your progress in Years 3 and 4 is as good as in other years
- help you reach higher standards in English in Key Stage 2 tests, so they at least match the other subjects.

Best wishes for the rest of your time at Brookhill Leys.

Yours sincerely

Robert Drew Lead Inspector