

Brookhill Leys Primary

Inspection report

Unique Reference Number	109309
Local Authority	Nottinghamshire
Inspection number	337271
Inspection dates	14–15 October 2009
Reporting inspector	James Henry

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 of pupils on the school roll	311
Appropriate authority	The governing body
Chair	Mrs Penny Spenceley-Stevens
Headteacher	Mrs Jacquie Sainsbury
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 12 lessons, and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at the school's procedures for safeguarding pupils, information about the progress of pupils, teachers' planning and pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The attainment of pupils by the end of Year 6 in English and mathematics.
- The quality of teaching and how effectively assessment is used to meet the needs of groups of pupils.
- How effectively governors and senior leaders monitor the work of the school in order to identify and address areas of weakness.
- The school's procedures and the extent to which they meet legal requirements for safeguarding pupils.

Information about the school

Brookhill Leys Primary School is situated in the former mining town of Eastwood, Nottinghamshire. Most pupils, in this larger than average primary school, come from White British backgrounds. Few have English as an additional language and the proportion of pupils who are eligible for free school meals is above the national average. The number of pupils who start or leave the school other than the usual times is above that normally expected. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average. There is a Nursery and Reception class which form the Early Years Foundation Stage. The new headteacher took up post in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to meeting statutory requirements for the safeguarding of pupils.

The school provides a satisfactory standard of education but, because of omissions in procedures for safeguarding pupils, its overall effectiveness is inadequate. The new headteacher promptly identified that appropriate Criminal Records Bureau checks had not been carried out on a minority of staff who work with pupils at the school. Despite her addressing this as an immediate priority, these checks were not in place for all staff at the time of the inspection. However, she has taken steps to make sure that staff who have not been vetted are supervised when in contact with pupils. Through a lack of rigorous monitoring and challenge, the governing body is accountable for the failure of the school to meet its legal safeguarding requirements.

The new headteacher and senior leaders have a clear recognition that there is a great deal that needs doing to raise standards and increase pupils' progress. They appreciate that over the past three years, pupils attainment at the end of Key Stage 2 has fallen in English and mathematics from above the national average to slightly below. A positive start has been made through an emphasis on improving pupils' behaviour. The new headteacher has set high expectations for behaviour and, while a small minority of parents complained about their child being bullied, pupils observed were polite and co-operative both in class and generally around the school. Pupils say that they feel safe in school, and that instances of regular and persistent bullying are rare. Pupils know that any concerns will be listened to and dealt with. They are particularly proud of the peer mentoring system with older pupils being trained to help and support younger ones at playtimes. Pupils have a good understanding of the importance of living a healthy lifestyle and take opportunities for sporting activities outside of school. Attendance is satisfactory and there are appropriate systems in place to tackle the few pupils whose attendance needs to be improved.

Children join the school with skills and knowledge that are below those normally expected for their age. They make good progress in the Early Years Foundation Stage and enter Year 1 with attainment broadly in line with that expected. They make satisfactory progress in Years 1 to 6 and leave the school having reached broadly average standards. This is because the rate of progress is inconsistent in different year groups across the school. Therefore, pupils are soundly prepared for their transition to

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secondary education. The quality of teaching is satisfactory because of a lack of challenge in some lessons, especially in meeting the needs of more able pupils. The curriculum soundly meets the needs of most groups of pupils and is more creative in Key Stage 1 than Key Stage 2.

Due to the limited amount of time to implement change and raise standards, leadership has a satisfactory capacity for sustained improvement. However a positive start has been made and as a result pupils' behaviour and attendance is improving. The senior leadership team has taken effective to raise the quality of teaching. The headteacher has shown a firm grasp of priorities through good initial self-evaluation and she is well supported by senior leaders and governors who value her leadership.

What does the school need to do to improve further?

- As a matter of urgency, ensure that all statutory requirements for the safeguarding of pupils are met by:
 - having Criminal Record Bureau checks carried out for all adults who have contact with pupils at the school.
- Raise attainment in English and mathematics at the end of Year 6 by:
 - regularly monitoring the progress of pupils in English and mathematics, especially across Key Stage 2, in order to identify any underperformance
 - putting in place effective support to address any individuals or groups of pupils who are not achieving their potential in English and mathematics.
- Improve the quality of teaching so that it is good or better to ensure that pupils make consistent progress across the school by:
 - improving the use of assessment to ensure teachers' planning meets the needs of all groups of pupils
 - increasing the level of challenge and pace of lessons
 - ensuring that marking informs pupils about the next steps they have to take to improve their learning.
- Improve the effectiveness of governors in holding the school to account for its performance by:
 - improving systems for monitoring and evaluating the work of the school, especially in meeting legal requirements and the raising of standards
 - providing challenge through more effective participation in self-evaluation.

Outcomes for individuals and groups of pupils**3**

From low starting points on entry to the Early Years Foundation Stage, pupils move up to Year 1 with basic skills that are broadly in line with those expected. The progress they make in Years 1 and 2 is satisfactory. Over time, standards by the end of Year 2 have been in line with the national average, although they are consistently better in mathematics than in reading and writing. By the end of Year 6, pupils' attainment is

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broadly average overall due to the satisfactory progress made in Years 3 to 6. However, standards have been falling since 2006, especially in mathematics, from above the national average to slightly below in 2009. There is a trend of girls making better progress than boys, particularly in English. Pupils who have special educational needs and/or disabilities make slower, but satisfactory, progress. Current information made available by the school shows that attainment of older pupils by the end of 2010 is set to improve to be in line with the national average in English and above average in mathematics.

The quality of learning in lessons is satisfactory. Pupils show a willingness to work co-operatively and are eager to do well. Nevertheless, progress is satisfactory because teachers' planning of lessons does not consistently challenge pupils of different abilities, especially the more able and those with lower than average attainment. Consequently, these groups do not always make as much progress as they should.

Pupils' spiritual, moral, social and cultural development is satisfactory. During discussions with inspectors, older pupils showed that they had a good sense of social and pastoral responsibility, particularly when acting as peer mentors. However, there are fewer opportunities to further their spiritual and cultural development. Pupils contribute to the school and the wider community through charity fund raising and the work of the school council, which has been active in projects such as buying toys for children in the Early Years Foundation Stage.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching, though satisfactory overall, is highly variable. Good lessons were observed where planning and tasks were designed well to meet the needs of different groups of pupils. There was effective use of question and answer sessions and challenging activities using information and communication technology (ICT) to excite and engage pupils in their learning. This was underpinned by pleasant relationships between teachers and pupils, which developed pupils' self-esteem and promoted their enjoyment of learning. Where teaching was less effective, there was an over-reliance on worksheets and low level tasks that failed to motivate and challenge pupils. In these lessons, planning was not consistently linked to the assessment of pupils' prior attainment. Pupils' work is regularly marked but marking does not inform pupils what they need to do to further improve.

The curriculum meets statutory requirements. There is a positive creative approach in Key Stage 1 where topics, such as 'Pirates', effectively link different subjects together. Adapting this approach to Key Stage 2 classes is an area for development that the school has identified, although the process has not yet started. Extra-curricular activities, such as football, dance and fencing, are organised and run through a sporting partnership with the local secondary school. These activities effectively contribute to the enjoyment and well-being of those pupils who take part.

Due to the school's failure to meet statutory safeguarding requirements, provision for care, guidance and support is inadequate. However, the care and support pupils receive is otherwise effective and staff show real commitment to the well-being of the pupils. There are good procedures in place to support children as the move from the Early Years Foundation Stage into Year 1. The school has effective support for pupils with behavioural, social and emotional difficulties and those with special educational needs and/or disabilities through close liaison with parents and other agencies to ensure that pupils are fully included in school life.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

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How effective are leadership and management?

It is clear that standards at the school have fallen, especially in pupil attainment in English and mathematics at the end of Key Stage 2. The new headteacher, supported by the senior leadership team and governors, has instilled a new drive and urgency into the need to raise standards and improve the quality of education for pupils. The headteacher has established a new senior leadership team to monitor the work of the school and this is beginning to raise expectations in the quality of teaching and pupil achievement. Also initiatives, such as an open day and regular newsletters, have been put in place to improve the communication with parents. However, this climate for change is at an early stage of development. The school works closely with a good number of outside agencies to support pupils' welfare and ensure that all pupils have an equal opportunity to be fully involved in the life of the school. The headteacher has already made a difference to behaviour, and pupils who have behavioural, social or emotional difficulties are both challenged and supported to regularly attend and achieve at school. The legacy of gaps in the school's safeguarding policies and procedures has been rigorously tackled by the headteacher. The fact that not all staff have been subject to a Criminal Record Bureau check reflects on the governing body, as governors should have ensured that all legal requirements for the safeguarding of pupils were in place. Governors have been limited in their role of holding the school to account for its performance.

The school's promotion of community cohesion is satisfactory. There are links with the local and national communities, such as the local parish and a multi-ethnic school. Plans for international links are less developed and the school recognises that there is further work to do. It is also working to further develop links with parents, and the headteacher has already held an open day to welcome parents into the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

While the outcomes for children are good, the school's legacy of failure to meet legal safeguarding requirements has had a significant impact on the judgements of the overall effectiveness, provision and leadership and management of the Early Years Foundation Stage. Otherwise the Early Years Foundation Stage would be a strength of the school. The Early Years Foundation Stage leader has a good understanding of the curriculum and the needs of young children. Teaching is good and relationships between adults and children are strong, warm and productive. Children arrive in the Nursery with low skills compared expectations for children of their age. Well planned induction arrangements and positive links with parents help children to settle quickly. Teachers' planning ensures that individuals and groups receive a balanced curriculum with a variety of adult-led and child-initiated activities. There is effective use of assessment and the teaching of letters and sounds is well matched to individual needs. Children behave well and co-operate and make good progress in their personal, social and emotional development. They have ample opportunities to learn independently through play, both indoors and outdoors. Children enjoy their time in the Early Years Foundation Stage and make good progress across all areas of learning. They enter Year1 with communication, literacy and numeracy skills expected for their age.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

The majority of parents who responded to the questionnaire are positive about their child's experience at the school. A minority express some concerns about the way in which the school deals with bad behaviour. This has been one of the new headteacher's priorities and inspectors observed pupils being generally polite and courteous to adults and one another. The school recognises the need to work more closely with parents to help them support their children's education. This was also a view expressed by some parents. Despite lapses in meeting statutory safeguarding requirements, the majority of parents say that the school keeps their children safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookhill Leys Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	49	48	45	4	4	2	2
The school keeps my child safe	51	48	51	48	3	3	0	0
The school informs me about my child's progress	26	25	65	61	10	9	5	5
My child is making enough progress at this school	32	30	62	58	6	6	5	5
The teaching is good at this school	38	36	59	56	5	5	2	2
The school helps me to support my child's learning	31	29	54	51	11	10	5	5
The school helps my child to have a healthy lifestyle	29	27	67	63	7	7	3	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	25	63	59	6	6	3	3
The school meets my child's particular needs	28	26	60	57	9	8	5	5
The school deals effectively with unacceptable behaviour	25	24	52	49	18	17	3	3
The school takes account of my suggestions and concerns	23	22	56	53	14	13	5	5
The school is led and managed effectively	23	22	66	62	8	8	1	1
Overall, I am happy with my child's experience at this school	38	40	38	40	10	11	5	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 October 2009

Dear Pupils

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

I am writing to thank you for making us feel welcome when we visited your school. We enjoyed watching you do your best for your teachers in lessons. The headteacher and all the other staff work hard to help you learn and enjoy school. The school gives you a sound education and by the time you leave most of you reach similar standards to pupils in other primary schools. However, we had some serious concerns about a few adults who had not been properly checked to make sure they are suitable to work in school. Therefore, your school has been given a Notice to Improve.

Here are some of the good things that we found out about your school:

You enjoy school and being with your friends.

You are keen to learn and to do your best.

You treat each other with respect and are always willing to help around school.

You enjoy taking part in the activities that the school has to offer.

You are always willing to help other people in the community through supporting a number of charities.

To help make sure you do even better, we have asked the headteacher and other adults who look after you to do four things:

- check all the adults who work in school to make sure that they are suitable people to do so
- raise the standards you reach by the end of Year 6 through making sure anyone who falls behind in their work is helped to catch up quickly
- make sure that the quality of teaching is consistently good and that you are challenged in lessons so you learn at a quicker pace
- make sure that the people, who look after your school, the governors, regularly check on the work of the school and put right any weaknesses.

You can help by continuing to work hard and supporting one another. Good luck for the future.

Yours faithfully

James Henry

Lead Inspector

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