

Butler's Hill Infant and Nursery School

Inspection report

Unique Reference Number	122586
Local Authority	Nottinghamshire
Inspection number	340177
Inspection dates	24–25 March 2010
Reporting inspector	Rodney Braithwaite

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Mrs Shirley Robbins
Headteacher	Mrs Melinda Amos
Date of previous school inspection	26 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed seven different teachers. They held meetings with groups of pupils, staff and governors. Inspectors observed the school's work, and looked at documentation relating to the attainment and assessment of pupils' progress, the school's self-evaluation, school policies and plans, and procedures for safeguarding pupils. They also looked at samples of pupils' work, governing body minutes and the school improvement plan. They analysed 50 parent questionnaires and other written responses from staff.

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

- attainment in reading and writing, especially that of higher attaining pupils
- the quality of provision in the Early Years Foundation Stage, and the effectiveness of its leadership and management, in ensuring children's progress
- the provision for pupils with special educational needs and/or disabilities, and their progress compared to that of other pupils
- the overall effectiveness of the school's leadership and management, especially that of middle managers and the governing body, in developing the school's capacity to improve.

Information about the school

This is an average-sized school. Most pupils are of White British background. The school makes provision for children in the Early Years Foundation Stage in its Reception and Nursery classes. The proportion of pupils with special educational needs and/or disabilities is average, the largest group being pupils who have speech and language difficulties. The school has a number of awards including Primary Quality Mark and the Healthy School (Gold) Award. The school has close links with a recently opened Children's Centre on the same site. There have been a number of changes in senior staff and in the governing body in the last year, including the appointment of a new headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

Butler's Hill Infant and Nursery School is a satisfactory school. The new headteacher leads by example and is developing a strong sense of purpose and ambition among the whole staff to drive continued and consistent improvement. The management structure is still developing and there have been changes in teaching staff, so although some priority areas are improving, at present, the capacity for sustained improvement is satisfactory. Governors are well aware of the strengths of the school and areas for improvement. The headteacher and governors have developed accurate self-evaluation, and the school knows itself well. Recent improvements include better assessment procedures, although they are not being used effectively enough everywhere, and a better understanding of the progress and needs of pupils with special educational needs and/or disabilities. The teaching of reading and writing is improving, resulting in a steady rise in attainment. The school has a strong partnership with parents and carers who appreciate the care of the staff and the good safeguarding and child protection procedures which are in place. One parent expressed the view of many when commenting: 'My child is very happy in the school, feels like she is important, and has made good progress in her reading and writing.'

There are good relationships throughout this welcoming and happy school. Pupils are respectful, enjoy coming to school, like having responsibilities, and are confident that they are safe. Their attendance is improving as a result of effective procedures to promote good attendance. The school is especially effective in supporting pupils and their families from the most vulnerable circumstances.

Children in the Early Years Foundation Stage make steady progress in their learning and personal development. This satisfactory progress continues in Years 1 and 2 so that attainment in mathematics is in line with national expectations. Attainment in English has also improved and is almost at the expected levels at the end of Year 2. Information and communication technology (ICT) has been a neglected area of the curriculum for some time and, as a result, pupils' skills in the subject are below those expected for their age. The school recognises that it is necessary to improve resources for ICT as well as teachers' skills to raise pupils' achievement in the subject. The school also recognises the need to widen the opportunities in developing the curriculum for the use of writing. The quality of teaching is satisfactory, but there are signs of more good teaching following extensive monitoring and guidance by senior leaders. Some pupils know what they have to do to improve their learning but this is not consistent in all classes. The school makes a good contribution to the local community, and is beginning to develop pupils' wider understanding of more diverse communities.

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What does the school need to do to improve further?

- Strengthen pupils' recent improvement in attainment and achievement in literacy by:
 - ensuring that assessment strategies and use of data for planning are fully understood and used by all staff
 - encouraging the further development of pupils' speaking skills at every opportunity throughout the school
 - making certain that all pupils reach their full potential and achieve their challenging targets.
- Accelerate the development of the curriculum to meet the needs of all pupils by:
 - providing consistently stimulating and practical opportunities for extending the use of writing and speaking across the curriculum
 - improving ICT hardware, extending its use throughout the school, and raising the abilities and confidence of staff to guide and improve pupils' learning of ICT skills.
- Approximately 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

The school is beginning to focus effectively on raising the attainment of all pupils, especially in English. Consequently, after joining Year1 with skills below average, pupils are making steady and improving progress in Years 1 and 2. Their attainment in mathematics is average by the time they leave and now only just below expected levels in reading and writing. The speaking skills of pupils, also low when they enter Nusery, are improving as a result of a recent initiative, 'Every Child a Talker', to develop literacy skills. Pupils are being encouraged to speak more to each other and to answer in complete sentences during lessons. This is still not consistent though, in all classes. There is clear evidence that the school is tackling a long standing weakness in writing attainment because leaders have a better understanding of what is needed for effective improvement. The introduction of a new reading programme, 'The Power of Reading', is proving effective in raising pupils' interest in reading, especially that of boys. The school is prioritising the need to ensure that all pupils reach their full potential, achieve their targets, and make consistent progress in all classes. Satisfactory learning is helped by the positive attitudes of pupils. For example, pupils in Years 1 and 2 showed inquisitiveness and enthusiasm, when they explained in considerable detail 'The Last Supper'. Pupils try hard to retain an interest in learning, even when they sometimes are expected to listen for too long. Occasionally they become restless and lose concentration or become distracted by others, although their behaviour overall is good. Pupils with special educational needs and/or disabilities make similar progress to others since the

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introduction of improved personal learning programmes, and a clearer understanding by the school of their starting points in learning. There are promising signs that more pupils are reaching above average attainment.

Most pupils have a good understanding of how to keep safe, and try hard to adopt a healthy lifestyle. They are caring towards each other, and pupils say there is no bullying. They are always ready to take on responsibilities especially through their involvement in a thriving school and joint local schools' council. Pupils are effectively involved in both the school and wider community and, as one governor observed, 'The school is the centre of this community'. Attendance has been a long term problem for the school, as there have been a significant number of low attendees over time. However, the school has introduced new very robust procedures which have had an immediate positive effect. Attendance is now hovering around the national average, and the poor attendance of a small minority of pupils is improving rapidly. Pupils are improving their basic skills steadily in preparation for their next stage of education. The school works hard to ensure that pupils enjoy a good spiritual, moral, social and cultural education.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

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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Teaching is satisfactory, although it was good in nearly half the lessons seen by senior leaders and the inspection team. Pupils learn best when they are actively involved in activities that stimulate their interest, such as a Year 1 class learning about the properties of flat and solid shapes. Teachers organise their classes well and have good relationships with their pupils. However there is sometimes a tendency to do too much for pupils and instruct them for too long when they are eager to start activities. Teachers manage behaviour well, although a number of pupils can occasionally become easily distracted and lose interest. Opportunities for pupils to develop their speaking and improve their literacy skills are being encouraged, although these are not fully developed in some classes. The use of assessment data and the tracking of pupils' progress have improved but have yet to make a full impact on the long term attainment of pupils in every class. Teachers' marking and guidance to pupils is not consistent in all classes. Teaching assistants make effective contributions to learning, especially to the learning of pupils with special educational needs and/or disabilities.

The curriculum is adequate, and the school is beginning to develop more creative opportunities for pupils. There are a number of extra-curricular clubs and activities such as needlework, judo and cup stacking, which are very well supported by pupils. The school provides consistently good opportunities for the development of spiritual, social and moral education. There are, however, too few opportunities for developing English and especially ICT across the curriculum. The school acknowledges a lack of good quality ICT resources, and has specifically allocated funding for a considerable upgrading. Additionally, not all teachers are sufficiently well trained or confident in the effective use of ICT.

Pupils are well supported and guided by caring and sensitive staff. Pupils are confident that adults are always there to help them, and that their needs are understood. Provision for child protection and risk assessment is fully in place, and procedures for dealing with attendance are greatly improved and effective. Provision for pupils with special educational needs and/or disabilities is well directed and consistently improving.

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	2

How effective are leadership and management?

The headteacher has calmly and accurately identified the priorities for school improvement. Her good communication and sensitive leadership skills have produced a positive and enthusiastic response from staff, who are developing into an effective team

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committed strongly to school improvement. Importantly, the headteacher is always available for parents and carers and has led the considerable efforts to provide support and guidance for them in helping in the education of their children. Parents are appreciative of this and have confidence in the school. Senior leaders are fully involved in managing and monitoring teaching and learning, particularly in all areas of literacy. Priorities for improvement have been clearly identified, although leaders realise that this will take time for impact to be seen. Governors have become increasingly more involved in the life of the school, and have a clear picture of the school's strengths and areas for improvement. They are passionate in their support for the school and are learning to question and challenge school leaders more effectively. Governors have also ensured that safeguarding procedures are robust and fully applied.

The school is making satisfactory progress in promoting equalities by closing the gap in attainment between girls and boys in literacy, and improving its provision for pupils with special educational needs and/or disabilities. The school has a wide range of effective partnerships, especially with the nearby junior school and children's centre. The school provides excellent support for pupils from vulnerable circumstances and their families. Its good procedures for promoting safeguarding, including the careful vetting of staff and visitors to the school, ensure that pupils feel safe. This is reflected by the good relationships the school staff enjoy with parents and carers. The contribution to community cohesion is promoted satisfactorily. Leaders have made a good start in establishing links with global communities such as those from a village in Africa.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

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

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Children enter the Nursery and Reception classes with skills well below the levels expected for their age, especially in their language and personal skills. They make steady progress in most areas of learning, and good progress in their mathematical and personal development. As a result, they enter Year 1 working a little below the levels expected for their age. Children in all classes are happy and have good attitudes to learning. Most behave well although a small number find it difficult to share or take turns and can occasionally be disruptive. They are well cared for by all staff who understand the needs and interests of all, including children with special educational needs and/or disabilities. Relationships with parents and carers are good and they appreciate the opportunities for regular communication with staff. The school is successfully helping parents to understand how their children will learn when they start in the nursery.

Teaching and support are satisfactory overall and sometimes good. Relationships with children are good, although some children are heavily reliant on adults, and are not yet developing independence or the ability to select and persist with the many learning activities provided. Leadership and management are satisfactory. The termly entry to the nursery, and entries twice a year to the Reception classes makes the organisation of the phase unusually complicated and challenging. The Early Years Foundation Stage leader is fully involved in monitoring and assessing children's progress and the staff team work together well. Transition arrangements of children from Nursery Year into Reception Year are good, as they are from Reception Year into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Responses received from about a quarter of parents and carers are exceptionally positive. They are almost unanimous in their approval of the school in all aspects. In particular, they feel that the school keeps their children safe, that leadership and teaching are good, and are very happy with their children's experience in school. Typically a parent commented: 'I am very happy with the staff at the school. They do an excellent job.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Butler's Hill Infant and Nursery 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	68	16	32	0	0	0	0
The school keeps my child safe	31	62	19	38	0	0	0	0
The school informs me about my child's progress	27	54	22	44	1	2	0	0
My child is making enough progress at this school	31	62	18	36	0	0	0	0
The teaching is good at this school	36	72	14	28	0	0	0	0
The school helps me to support my child's learning	33	66	17	34	0	0	0	0
The school helps my child to have a healthy lifestyle	28	56	22	44	0	0	0	0
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)	27	54	20	40	0	0	0	0
The school meets my child's particular needs	33	66	17	34	0	0	0	0
The school deals effectively with unacceptable behaviour	26	52	21	42	1	2	0	0
The school takes account of my suggestions and concerns	27	54	20	40	1	2	0	0
The school is led and managed effectively	29	58	20	40	0	0	0	0
Overall, I am happy with my child's experience at this school	38	76	10	20	1	2	0	0

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.



29 March 2010

Dear Pupils

Inspection of Butler's Hill Infant and Nursery School, Nottingham, NG15 6AJ

The team would like to thank all of you for making us so welcome in your school last week. Your school provides you with a satisfactory education and all the adults look after you very well and keep you safe. We are very pleased that you all enjoy going to school, and that your parents and carers think the school is really good. You behaved well when we visited you, and you certainly like to help each other whenever you can. We are pleased your attendance is improving, especially some of you who were not coming to school as often as you should. Your teachers and their assistants work really hard to help you to learn, and provide you with some interesting clubs. It was good to see how well you could sew!

Your new headteacher and all the staff have lots of ideas to improve your school and we are sure that you will be able to help them. We are making these suggestions which we also believe will help you and the school to improve, so we have asked them to:

- make sure that they use all the information they have about your learning so that you learn even better than now
- give you more chances to speak to each other and in the whole class, and even in assemblies
- make certain that all of you do as well as you possibly can at all times
- give you more chances to write in most of your lessons
- help you to improve your computer skills and have more and better computers or laptops (you told us that as well).

We are very confident that your school will do all this with your willing help. Good luck!

Yours sincerely

Rod Braithwaite

Lead inspector

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