

Brookhill Leys Primary and Nursery School

Chewton Street, Eastwood, Nottingham, NG16 3HB

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities achieve. They make good progress in reading, writing and mathematics. This is the result of sustained improvements in teaching and learning since the last inspection.
- All groups of pupils, including disabled pupils and those who have special educational needs, are well prepared for the next stage of their education. They leave Year 6 with above-average attainment.
- Children make a good start to their learning in the Early Years Foundation Stage because of the stimulating and well-planned activities, both indoors and out.
- The quality of teaching is good. Lessons are purposeful and engaging. Staff question pupils well to deepen their understanding and help them to improve their own work.
- Pupils' behaviour and safety are good. They take good care of each other and are looked after well.
- Pupils have a good understanding of the world around them because of the interesting topics they study and good links between subjects.
- The headteacher's relentless drive and high expectations ensure a positive trend of school improvement. She is supported by an increasingly effective leadership team.
- The governing body is well informed and actively involved in school self-evaluation and improvement.

It is not yet an outstanding school because

- the work set in some lessons is a little too easy for more-able pupils or too hard for those who struggle with some aspects of their learning
- additional adults in school are not always effectively deployed
- some leaders and managers, particularly those new to the school, are not yet fully applying the school's good procedures for improvement.

Information about this inspection

- Inspectors observed 19 lessons taught by 11 teachers, including a joint observation with the headteacher. The inspectors also made a number of short visits to classrooms.
- Discussions were held with two groups of pupils, the Chair and Vice-Chair of the Governing Body, a representative of the local authority, and members of staff including senior and middle leaders.
- Inspectors took account of nine responses to the online questionnaire (Parent View) and outcomes from the school's consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, school development, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional inspector

Lynn Brewster

Additional inspector

Matthew Klimcke

Additional inspector

Full report

Information about this school

- Brookhill Leys is larger than the average-sized primary school.
- The large majority of pupils are from White British families.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is above average.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- About half the teachers have joined the school since the time of the last inspection.

What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding overall by:
 - ensuring the work set for pupils of all abilities is appropriately challenging and achievable in order to further accelerate their progress
 - effectively deploying all additional adults who support learning to maximise pupils' progress.
- Strengthen leadership further by:
 - ensuring all senior and middle leaders share and apply the best practice in improving teaching and learning in a timely fashion.

Inspection judgements

The achievement of pupils is good

- Standards have risen well since the last inspection. Attainment in reading, writing and mathematics is average at the end of Year 2 and above average by the end of Year 6.
- Children start the Early Years Foundation Stage with skills which are generally below those typical for their age. They progress well in their personal and social development, literacy and numeracy skills through carefully structured and motivating activities establishing good learning skills.
- Pupils make consistently good progress through school and this is a marked improvement since the last inspection. It is a result of the much more precise use of accurate assessment data to set high expectations for pupils' achievement in lessons and over time.
- Disabled pupils and those who have special educational needs make good progress from their starting points because staff understand their learning needs well and make rigorous efforts to meet them. The successful attention given to establishing literacy and numeracy skills ensures that these pupils can achieve well across a range of subjects.
- Pupils in receipt of pupil premium funding make good progress at all stages and the school is successfully narrowing the gap between their achievement and that of other pupils. Their progress is closely tracked and matched to initiatives to boost learning, such as additional support in school holidays and individual support.
- In a few lessons, the work set for less-able pupils does not offer the right level of support and challenge to ensure the best progress.
- More-able pupils respond well to teachers' high expectations and good opportunities for them to apply their learning. As a result, the proportion of pupils achieving higher than expected levels in English and, increasingly, in mathematics by the end of Year 6 is above average. Occasionally, these pupils do not make the very best progress they are capable of in lessons. This is because they sometimes have to complete work which is within their capability before tackling something more challenging or because they do not have enough opportunity to think for themselves.
- The large majority of pupils read fluently and widely. They tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds (phonics). They read for a wide range of purposes, using reference skills well. This complements the good progress pupils make in using information and communication technology (ICT) skills.

The quality of teaching is good

- Since the last inspection, leaders have rigorously applied procedures to improve teachers' effectiveness. As a result, the quality of teaching is now good. It is sometimes outstanding.
- Teachers make good use of accurate assessments of pupils' progress to set work which boosts their learning. They increasingly involve pupils in assessing their own work and identifying the steps they can take to improve it.
- Lessons often start with an activity which grabs pupils' attention and sharpens their thinking, for example fast-paced multiplication games, quizzes to extend pupils' vocabulary and stimulating use of ICT for work on the properties of shape. These activities reinforce pupils' prior learning and prepare them well for new work to come.

- Teachers and other adults ask probing questions to explore pupils' understanding and develop their thinking skills. They enable pupils to make a full contribution to discussions through, for example, partner talk, presentations and role play. This successfully reinforces their knowledge and understanding.
- Disabled pupils and those who have special educational needs undertake work which is mostly well matched to their needs and builds progressively on their earlier learning. Additional adults provide sensitive and skilled support when needed whilst encouraging pupils to work as independently as possible.
- In the large majority of lessons, work is well planned to suit all groups of pupils. However, sometimes the support and guidance for the least able pupils is less well considered and, as a consequence, they find some aspects of the work too difficult.
- On a few occasions, teachers do not give more-able pupils the opportunity to think creatively for themselves and apply the knowledge and skills they have acquired. Although additional adults are generally deployed well, there are a few occasions when they are underused or unclear about their role in lessons or other activities and this reduces their impact on the progress pupils make.
- Early reading and writing skills are taught well. Pupils systematically develop their knowledge of letters and the structure of words and sentences. This is in response to brisk-paced activities which link actions, symbols and sounds.

The behaviour and safety of pupils are good

- Pupils behave well in their lessons and around school. They pay attention to their teachers and to each other. This contributes to the good quality of teaching and learning.
- All adults have high expectations for good behaviour and treat pupils with fairness and respect. Pupils respond by showing kindness and consideration for each other.
- They are involved in managing and improving their own and each other's behaviour. For example, the older pupils monitor behaviour in assemblies and help younger pupils at break. They contribute to making class and school rules, particularly through participation in the school council.
- Staff work closely with parents and with agencies such as educational, psychological and welfare services to support pupils with emotional or behavioural difficulties. As a result, these pupils make good progress in understanding and managing their own behaviour.
- Pupils are proud of the school, are punctual and their attendance is above average.
- Pupils feel safe at school. They have a good understanding of different types of bullying, including cyber-bullying, and feel that bullying is a rarity.
- Through good personal and social education, including projects such as DARE (Drug Abuse Resistance Education), taught in partnership with the police and other services, pupils learn to take responsibility for their own and others' welfare. This prepares them well for the future and contributes to their safety and well-being.

The leadership and management are good

- The headteacher's clear vision for school improvement, persistence and strategic leadership

have significantly improved provision and outcomes for pupils since the last inspection. In particular, the achievement of all groups of pupils is now good and well placed to improve further.

- The development of the role of all senior and middle leaders is a key driver of school improvement. They now make effective use of assessment and other data to monitor the school's effectiveness and take an increasing lead in bringing about change. However, a few staff are still to become fully established in their roles and apply the school's best leadership practice to bring about timely improvement, particularly after a period of some staff changes.
- There are good systems for mentoring, supporting and coaching teachers and leaders in their roles. The 'Lesson Study Plan' project involves good systems for sharing acknowledged good practice in teaching and learning.
- The school benefits from good partnerships with other schools and the local authority. These have contributed, for example, to improved outcomes in the Early Years Foundation Stage, pupils' ICT skills and opportunities for gifted and talented pupils.
- The school benefits from its links with initial teacher training establishments. Teachers develop their leadership skills through mentoring roles and there is a good pool of students to help boost pupils' learning. Several students have gone on to be employed by the school.
- The local authority provides appropriate light touch support to this good school.
- The school makes learning exciting and memorable through the different subjects and the links between them. It promotes a good understanding of diversity through projects on fair trade and other global issues.
- Residential visits, for example, to the Isle of Wight and an outdoor pursuits centre, and other visits and visitors contribute well to pupils' spiritual, moral, social and cultural development.
- The procedures for keeping pupils safe are robust and meet statutory requirements.
- **The governance of the school:**
 - is well informed through high-quality reports from the headteacher and governors' own systematic and thorough monitoring procedures and, as a result, makes a good contribution to establishing the strategic direction of the school.
 - ensures that financial management is matched well to improving pupils' achievement, for example, through the use of pupil premium funding for a carefully monitored reading project.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109309
Local authority	Nottinghamshire
Inspection number	405231

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	353
Appropriate authority	The governing body
Chair	Linda Skinner
Headteacher	Jacqueline Sainsbury
Date of previous school inspection	9 November 2010
Telephone number	01773 713452
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