

# Inspection of Bramcote Hills Primary School

Moor Lane, Bramcote Hills, Bramcote, Nottingham, Nottinghamshire NG9 3GE

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Inspection dates: 5 and 6, and 13 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils are proud of their school. They describe lessons as 'fun and interesting'. Pupils of all ages respond diligently to teachers' high expectations. The atmosphere around school is happy, calm and productive.

Pupils understand that bullying is wrong. They say they feel safe because bullying rarely occurs, and they trust adults to look after them. Parents praised leaders' quick responses to any concerns.

Behaviour in lessons and around school is impressive. Pupils in all year groups have highly positive attitudes to learning. They understand and follow the 'three Rs' code of responsibilities, rights and rules. Pupils are kind and respectful to each other and to adults.

Staff encourage pupils to take on roles such as school council members, reading ambassadors and 'eco reps'. Pupils rise to these challenges with enthusiasm. They help to look after their school environment, for example by planting bulbs and removing litter. They enjoy organising books in the reading areas.

Pupils are keen, thoughtful learners. For example, they could recall key information from a history topic about Ancient Egypt and knew the importance of the River Nile. Pupils can readily apply what they already know to help learn new concepts.

## **What does the school do well and what does it need to do better?**

Leaders have recently completed their work to revise the school's curriculum in all subjects. Following a period of research and consultation, they have constructed an ambitious curriculum that sets out precisely what pupils should know, and when, as they journey through the school. Leaders have ensured that there is a consistent approach across all subjects. In reviewing the curriculum, leaders were also keen to ensure that it reflects the school's context and pupils' needs. To that end, they have specified aspects of the curriculum to be studied in more depth, according to pupils' interests and experiences.

Some planned staff training has been delayed because of COVID-19 restrictions, for instance in art and computing. Leaders intend to resume these aspects of training and staff development as soon as possible.

Staff have begun to teach the revised curriculum from September 2021. As the year progresses, they plan to check how well pupils know and remember what they have been taught.

The mathematics curriculum is well planned. Staff consistently encourage pupils to apply what they already know about key concepts. For example, pupils in Year 5 said they felt confident about tackling division because they could link it to previous lessons about multiplication.

Leaders foster a love of reading throughout the school. In all classes, pupils can choose from the '100 books to read'. Staff have carefully selected these books to reflect diverse styles and subject matter. Class reading areas are inviting spaces for pupils to enjoy books. Pupils who are in the early stages of learning to read are given books that match their phonics knowledge. They begin to learn phonics as soon as they join the school. Pupils develop well as confident readers.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Staff adapt the curriculum to take account of these pupils' needs, in consultation with parents. Pupils with SEND are fully included in the life of the school, for example by accessing extra-curricular clubs and educational visits.

Children in the early years settle quickly to routines. They listen attentively to adults and take part in activities, demonstrating high levels of focus and concentration. Staff provide well-planned activities to promote early reading and mathematics, both indoors and in the outside area. Children develop language skills through activities such as visiting the 'curiosity table' and working excitedly together to dig seeds out of a pumpkin. Staff foster positive relationships that enable children to thrive.

Pupils' behaviour is excellent. They show consistently positive attitudes to learning. Pupils understand the meaning and importance of respect. This is reflected in the very strong relationships that exist between pupils and adults. Pupils go out of their way to help one another, including supporting pupils with SEND.

Leaders and staff promote pupils' personal development well. Pupils spoke about the importance of values such as democracy. They appreciate celebrating a range of faiths and cultures. This enables them to develop as thoughtful young citizens.

Governors are mindful of the pressures on leaders' and staff workload and well-being. Staff say that they appreciate how leaders regularly enquire about their well-being and offer support or give them extra time to complete tasks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have instilled the importance of safeguarding being 'everybody's business'. Staff are alert to any concerns that arise, however minor, and report these immediately to senior leaders. Records show that concerns are followed up and that leaders take the necessary actions to ensure that pupils are safe. All staff receive regular training on a range of safeguarding issues. They work proactively with a range of external agencies, such as social care, counsellors and a local family support group. There is a strong system for recording and following up pupil absences, so that leaders know that pupils are safe when they are not in school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have rewritten the curriculum to set out precisely what pupils should know, and when, in all year groups and in all subjects. Staff have begun to implement the revised curriculum from September 2021. Leaders have not yet been able to measure the impact of the revised curriculum on pupils' ability to know and remember more over time. Leaders should ensure that the revised curriculum enables pupils to develop secure knowledge and skills in all subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122536
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10199299
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kirsten Rawson
<b>Headteacher</b>	Pete Taylor
<b>Website</b>	<a href="http://www.bramcotehills.org">www.bramcotehills.org</a>
<b>Date of previous inspection</b>	10 October 2006

## Information about this school

- The headteacher was appointed in April 2016.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- An initial inspection took place on 5 and 6 October 2021. The lead inspector undertook a further visit on 13 October to gather additional evidence.
- Inspectors met with the headteacher, the deputy headteacher, curriculum leaders and the special educational needs coordinators.
- The lead inspector met with a group of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.

- Inspectors also looked at curriculum plans, looked at pupils' work and visited lessons in a range of other subjects.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents, and by holding discussions with leaders, staff and pupils.
- Inspectors carried out a range of activities to evaluate pupils' behaviour and attitudes and how well the school promotes pupils' personal development.
- Inspectors evaluated the quality of the provision for pupils in the early years foundation stage by visiting this area of the school and speaking to staff and children.

### **Inspection team**

Christine Watkins, lead inspector

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