


Bramcote Hills Primary School

Address: Moor Lane, NG9 3GE

Unique reference number (URN): 122536

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

The school is relentless in its ambition to ensure that all pupils, including those who face barriers to learning, achieve well. This ambition is evident in pupils' outcomes. Pupils, including those who may face additional challenges, make secure progress as they move through the school, and most attain well. Published outcomes demonstrate consistently positive performance at every statutory assessment point. These strong results reflect the school's meticulous work to secure pupils' knowledge, supported by a well-sequenced curriculum and effective teaching. The school has high expectations for all pupils, but in particular for pupils who may face barriers to learning. They receive timely and precise support. At every step, leaders carefully consider pupils' progress and achievement. Pupils leave the school well prepared for their next steps, equipped with the knowledge, skills and confidence they need to succeed.

Attendance and behaviour

Strong standard ●

Attendance is prioritised at this school. Leaders work closely with families to promote positive attendance habits. This has had a clear, positive impact. The school maintains an accurate, real-time understanding of attendance patterns. Daily checks are meticulous. Staff follow up concerns promptly and sensitively. Bespoke interventions for the small number of pupils whose attendance dips are well targeted and reviewed regularly. Leaders' supportive but firm approach ensures that families understand expectations. When persistent absence occurs, leaders act quickly and effectively. The school secures improvement in attendance through consistent communication and by providing early help through well-coordinated pastoral support.

Behaviour across the school is calm, orderly and purposeful. Leaders have established consistent routines through an explicit behaviour curriculum. Staff apply these systems with confidence. Pupils show positive attitudes to learning and understand the high expectations set for them. Staff know pupils well. This creates a respectful and positive environment. Leaders monitor behaviour patterns meticulously and respond with timely, effective support. Although incidents are rare, the school does not tolerate any form of discrimination. Where necessary, sensitive adaptations are made to meet the needs of pupils who require help to manage their behaviour.

Curriculum and teaching

Strong standard ●

Leaders hold an insightful and accurate understanding of the quality of the curriculum and teaching. They make well-judged decisions that drive continuous improvement. For example, leaders refined the curriculum to ensure it was streamlined and focused on the essential knowledge pupils need to recall. The curriculum is ambitious, broad and balanced. It builds knowledge and skills progressively across all subjects and phases. It is coherent and well sequenced, ensuring pupils learn the right content at the right time. Staff teach with strong subject knowledge, using clear explanations, modelling and precise questioning. The school ensures staff have the expertise to adapt the curriculum consistently for pupils who

may face barriers to learning and for pupils with special educational needs and/or disabilities.

Early reading and phonics are taught with precision, enabling most pupils to learn to read effectively and access the wider curriculum. The school prioritises knowledge in reading, writing and mathematics. This helps pupils to access and keep up with the learning across the rich curriculum the school offers. Staff use targeted routines that address misconceptions swiftly, particularly for pupils who face barriers to learning. Teachers check understanding regularly. Additional adults support pupils who need additional support effectively. This helps these pupils to become increasingly independent in their learning.

Early years

Strong standard 

The early years environment is busy, purposeful and well organised. Children engage well with the curriculum and are supported to learn the essential knowledge they need for Year 1. Those with gaps in their early development receive targeted help. This helps all children build strong foundations for Year 1.

Partnerships with parents are prioritised. Staff work quickly to understand each child's holistic needs. Timely support is put in place for families who may need additional help. Effective routines and targeted support help children feel safe, behave well and make progress from their individual starting points.

Interactions are warm, purposeful and rich in language. Adults model vocabulary well. They use open-ended questions and introduce ambitious language through high-quality books, songs and rhymes. Children are encouraged to talk and explain their thinking. The curriculum is well structured, developmentally appropriate and clearly sequenced. Staff check learning carefully, so children build knowledge and develop vocabulary.

Reading is prioritised from the start. Phonics is taught consistently. Early reading and writing skills are taught daily, with extra chances to rehearse this knowledge through play. Staff understand children's needs well. They adapt learning for those who may face barriers, ensuring all children access the full early years curriculum.

Inclusion

Strong standard 

Leaders are committed to meeting the needs of every pupil, while maintaining high aspirations. This is centred around the school's ethos of 'make the future better for all'. Staff benefit from high-quality training that strengthens their ability to spot pupils' barriers early. They adapt the lesson while maintaining high expectations. They seek to understand pupils' starting points to shape the right support. Clear, well-established systems help staff to support any additional needs. This ensures that pupils receive timely help so that they can make steady, positive progress through the curriculum. Where necessary, the school seeks support from external agencies. This specialist advice is woven into the curriculum for pupils who need it.

Leaders work closely with families of pupils who may face barriers to learning. Leaders provide them with the necessary support so that, together, they meet the needs of their

child.

Leaders check pupils' progress carefully and use this information to refine support. They prioritise pupils who face the greatest challenges. Leaders monitor the impact of their pupil premium strategy and any interventions closely, ensuring that the help they provide is making a meaningful difference. This thoughtful, proactive approach ensures that pupils who may face barriers to their learning are well supported and able to succeed.

Leadership and governance

Strong standard ●

Leaders have created a productive, positive and supportive culture in the school. They have an accurate understanding of the school's strengths and priorities for development. Leaders use this information and insight to set clear, well-sequenced actions that drive continuous improvement. Leaders' decisions place pupils who need additional support or have barriers to their learning at the centre of the school's work. Leaders introduce change carefully, ensuring that new systems are well designed, clearly communicated and consistently implemented. This deliberate approach has a positive impact on improving pupils' education and care.

Leaders model high standards. They provide strong professional guidance and create an environment where staff feel valued and supported. They respond promptly to concerns from staff and parents and remain committed to continuous improvement. Staff appreciate how the the school supports them to develop as professionals.

Leaders take thoughtful steps to support staff workload and wellbeing. Most staff report that expectations are manageable. They appreciate how leaders provide additional support and time when needed.

Engagement with parents is overwhelmingly positive. Most parents express confidence in the school and appreciate the strong relationships staff build with their children.

Governance is strategic and effective. Governors carry out their statutory duties with diligence. They hold leaders to account and maintain a clear focus on pupils' needs, particularly for the most disadvantaged. They listen carefully to the views of the community and are proud of how the school champions and lives out its ethos.

Personal development and wellbeing

Strong standard ●

The promotion of pupils' personal development and wellbeing is firmly embedded across the school. Pupils benefit from a carefully planned programme that promotes character, resilience and healthy relationships. They reflect on their opinions, ideas and beliefs, and they show respect for others' values. Pupils engage thoughtfully with ethical issues. The school's curriculum, enrichment offer and pastoral systems work together to help pupils grow socially and personally as well as academically. Parents and carers are highly positive about the school's personal development work and view it as a distinctive strength.

The school teaches pupils how to stay safe. Pupils speak confidently about different types of safety and understand how to seek help when needed. They learn what makes a healthy

relationship, including online. For example, pupils explore how some views online may not reflect the values of British society. Leaders ensure that the curriculum meets statutory requirements for relationships, sex and health education. Staff receive high-quality training to deliver this curriculum, which helps pupils ask questions that they may otherwise feel uncomfortable to ask. Parents are consulted on the school's relationships curriculum. Leaders adapt the programme to reflect pupils' needs and the local context.

Pupils develop a secure understanding of fundamental British values and the diverse communities that make up modern Britain. They demonstrate strong social skills, cooperate well and learn to resolve conflict constructively. The wider curriculum helps pupils to celebrate cultural diversity, heritage and democratic processes. Pupils are proud of their leadership roles. They engage confidently with creative, artistic and cultural opportunities, including visits to the Holocaust Centre and residential experiences. They appreciate the wide range of clubs the school offers.

The school's wellbeing programme supports disadvantaged pupils effectively through targeted social and emotional interventions. Leaders track provision rigorously and adapt support when needed. Pupils with a range of needs receive consistently high-quality help that enables them to thrive.

What it's like to be a pupil at this school

At Bramcote Hills Primary School, there is a strong sense of community and belonging. Pupils feel known, valued and understood. Relationships between pupils and staff are warm and respectful. Pupils show genuine care for one another. This inclusive culture enables them to achieve well.

Classrooms are calm and purposeful. Pupils engage enthusiastically with a curriculum that is rich, well sequenced and thoughtfully taught. From the very start, staff build secure foundations in key knowledge so that each pupil is well prepared for their next stage in learning. Pupils are proud of their school and their learning. Staff rightly prioritise the needs of pupils who are disadvantaged. They identify barriers quickly and provide carefully tailored support so that no child falls behind. As a result, most pupils, including those who are disadvantaged, secure positive outcomes by the time they leave the school.

Systems for behaviour and conduct operate seamlessly because staff use them consistently. Routines are woven into the fabric of everyday practice. Nothing is left to chance. As a result, pupils feel safe, cared for and supported. Pupils live up to the high expectations set for them. They want to do well and take pride in contributing to a calm, welcoming atmosphere. Bullying is very rare, but when concerns arise, staff act swiftly to provide the right support.

Beyond the classroom, pupils enjoy a wide range of clubs, visits and wider experiences that broaden their horizons and help them discover new interests. Leaders work hard to ensure that all pupils, particularly those who may otherwise miss out, can take part fully. Through the curriculum and wider opportunities, pupils learn what it means to be responsible, respectful members of their community. They leave the school as confident, capable individuals who are ready for their next steps.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The chair of the board of governors in this school is Kirsten Rawson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and deputy headteacher, as well as several other leaders, including those responsible for the school's curriculum, early years, and provision for pupils with special educational needs and/or disabilities. They also spoke with representatives of the local governing body and met with a range of staff. Inspectors carried out learning walks across the school in a range of subjects and reviewed pupils' work. They met with groups of pupils and observed social times. Inspectors examined a range of school documents, including those related to the curriculum, school improvement, safeguarding, behaviour, attendance and governance.

The inspectors confirmed the following information about the school:

There are no relevant changes since the previous inspection.
The school does not use alternative provision.

Headteacher : Pete Taylor

Lead inspector:

Shaheen Hussain, His Majesty's Inspector

Team inspectors:

Chrissie Barrington, Ofsted Inspector

Mark Westmoreland, His Majesty's Inspector

Priya Saujani, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

413

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.69%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.97%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

4.84%
Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25	80%	62%	Above
2023/24	78%	61%	Above

Year	This school	National average	Compared with national average
2022/23	71%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25	86%	75%	Above
2023/24	90%	74%	Above
2022/23	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25	88%	72%	Above
2023/24	83%	72%	Above
2022/23	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25	90%	74%	Above
2023/24	86%	73%	Above
2022/23	92%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25	64%	47%	Above
2023/24	56%	46%	Close to average
2022/23	43%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	62%	Above
2024/25	73%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24	89%	62%	Above
2022/23	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25	82%	59%	Above
2023/24	56%	58%	Close to average
2022/23	43%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	60%	Above
2024/25	91%	61%	Above
2023/24	67%	59%	Close to average
2022/23	57%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25	64%	69%	-6 pp
2023/24	56%	67%	-12 pp
2022/23	43%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25	73%	81%	-8 pp
2023/24	89%	80%	9 pp
2022/23	57%	78%	-21 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-15 pp
2024/25	82%	78%	4 pp
2023/24	56%	78%	-22 pp
2022/23	43%	77%	-35 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25	91%	81%	10 pp
2023/24	67%	79%	-13 pp
2022/23	57%	79%	-22 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	3.3%	5.2%	Below
2023/24	3.4%	5.5%	Below
2022/23	3.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.5%	13.3%	Below
2023/24	5.9%	14.6%	Below
2022/23	7.1%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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