

Inspection of a school judged good for overall effectiveness before September 2024: Berridge Primary and Nursery School

Brushfield Site, Berridge Road West, Hyson Green, Nottingham, Nottinghamshire NG7 5LE

Inspection dates:

15 and 16 October 2024

Outcome

Berridge Primary and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

'People and places' are at the heart of this school. The school strives to give pupils the opportunities and skills they need to be confident and active members of the community in which they live. Pupils develop very positive attitudes to learning, which stand them in good stead for the next stage.

There is a culture of mutual respect between staff and pupils. When speaking with visitors, pupils are exceptionally polite. Pupils have high levels of self-motivation and are keen to do well. Staff rarely need to remind pupils of the school's high expectations. Pupils show sensitivity and respect for the many faiths and cultures represented in school and understand the diversity found in modern Britain. As one pupil typically explained, 'I am a Christian, my best friend is a Muslim, but we are all just people, all the same.'

The school ensures that pupils are supported well to overcome any barriers to learning. Pupils know they are expected to try hard, and many do. They are enthusiastic about learning with their friends. Despite this, some pupils still do not achieve as well as they should.

Pupils benefit from local visits, for example to Edwinstowe, Wollaton Park and a nearby engineering company, to support their learning. Assemblies often give pupils the chance to discuss and debate important issues, helping them to develop their understanding of the wider world.

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

The school has reviewed its curriculum to identify exactly what it wants pupils to know and remember in each subject, and in what order, starting in the early years. For example, in art, pupils develop their drawing techniques using tone, pattern and shade. They practise these methods when creating portraits in different media. This sequenced approach helps pupils to become better artists. Some of the changes that the school has made to the curriculum are relatively recent. As a result, some of the school's published outcomes do not reflect this positive approach.

Many pupils at the school speak English as an additional language. Some of these pupils have not attended school for very long. The school's provision for pupils who speak English as an additional language has improved in recent years. Many learn to speak, read and write English with confidence such that, over time, this has a positive impact on their academic successes.

There is a strong focus on securing pupils' learning of the basics, including number fluency, phonics and transcription in writing. The school has prioritised reading. Staff are well trained and present new sounds clearly. Most pupils learn and remember these sounds well. Many become confident readers and use their skills effectively to practise their writing. Resources are matched well to the phonics that pupils know. Pupils who fall behind their peers get the help they need to catch up. The strong links between pupils' reading and writing skills helps them to become independent writers. In mathematics, pupils know how to 'speak like a mathematician'. They learn how to apply their knowledge so that they can solve new problems.

The school checks closely what pupils learn. Staff use this information to identify and resolve any gaps or misunderstandings in pupils' knowledge. Pupils value the guidance they receive to help them improve.

Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), gain the confidence and resilience they need to respond to challenges. Most teachers adapt learning well so that these pupils can access the same curriculum as their peers. However, the needs of some of these pupils are not consistently well met.

Transition into Berridge Early Years is thorough. Children in the early years settle quickly and learn to follow the routines that are in place. Staff have meticulous knowledge of what children can do and their next steps. The early years curriculum supports the development of children's communication and language well. Real-world examples encourage children's early numeracy skills. Children enjoy meaningful opportunities to learn through play.

Pupils enjoy attending school. Strategies to improve attendance are having a positive impact. For example, the amount of time lost due to extended family leave is reducing.

Many staff are positive about working at the school. They collaborate well as a team and provide each other with mutual support. They appreciate the recent introduction of the

staff well-being charter. However, some staff do not feel fully supported or understand their role in bringing about further improvements.

Governors know the school well. They provide appropriate challenge and support and assure themselves about the quality of education that the school provides and the improvements needed. The majority of parents and carers praise the school highly.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning is not always adapted well enough to meet the needs of pupils with SEND. As a result, these pupils do not always learn as well as they should. The school should ensure that the curriculum is matched closely to the needs of pupils with SEND so that these pupils can learn effectively.
- A small minority of staff do not think that their views are considered carefully enough when changes are needed to improve the school. As a result, staff morale is not always as positive as it could be. The school must ensure that all staff understand the vital role they play in further developing the school's provision.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in July 2019.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139429
Local authority	Nottingham
Inspection number	10347561
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	632
Appropriate authority	Local governing body
Chair of governing body	Michelle Dennis
Headteacher	James Tee
Website	www.berridgeprimary.com
Dates of previous inspection	10 and 11 July 2019, under section 5 of the Education Act 2005

Information about this school

- Pupils in key stage 2 are educated at the Brushfield Site, Berridge Road West NG7 5LE. Children in the early years and pupils in key stage 1 are educated at the nearby Bobbers Mill site, located at 3–7 Bobbersmill Road, Hyson Green, Nottingham NG7 5GY.
- The school has a higher-than-average number of pupils who speak English as an additional language and disadvantaged pupils.
- The school has an internal provision for pupils with SEND.
- The school does not use any alternative provisions.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the deputy headteacher and assistant headteachers, as well as other leaders. Inspectors also spoke with staff and pupils.
- The lead inspector met with members of the governing body, including the chair of governors, and held a telephone conversation with a representative of the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour in lessons and around both school sites.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors analysed school documents and scrutinised a range of policies and procedures, including those relating to attendance, SEND, safeguarding and behaviour.
- Inspectors spoke with parents during the inspection and considered responses to the online survey, Ofsted Parent View. Inspectors also took into consideration responses to Ofsted's staff and pupil surveys.

Inspection team

Ian Toon, lead inspector

Ofsted Inspector

Paul Lowther

Ofsted Inspector

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