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Mrs Heather Tarrant
Headteacher
Brocklewood Primary and Nursery School
Fircroft Avenue
Bilborough
Nottingham
NG8 3AL

Dear Mrs Tarrant

Serious weaknesses first monitoring inspection of Brocklewood Primary and Nursery School

Following my visit to your school on 30 June, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's most recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in March 2014. It was carried out under section 8 of the Education Act 2005.

Evidence

During this inspection, meetings were held with the headteacher and deputy headteacher, the Chair of the Governing Body and a National Leader of Education who is supporting the school. A telephone conversation was held with a representative of the local authority. The local authority's statement of action and the school's action plan were evaluated. A tour of the school was undertaken with the headteacher and deputy headteacher. During the tour, pupils were spoken to informally about their work and their books were checked. A selection of school documents was scrutinised. The single central record was checked.

Context

Since the last inspection, two class teachers have left the school and two temporary teachers have replaced them until the end of the school year. Two senior leaders

and two newly qualified teachers have been appointed for September. Two behaviour mentors have also been appointed to start work in September 2104.

The quality of leadership and management at the school

School leaders have responded quickly to address the issues identified at the recent section 5 inspection. They have begun to lay the foundations for improving the quality of teaching. The impact of this can already be seen in some aspects of the school's work. The school action plan clearly focuses on improving outcomes for pupils. The plan demonstrates the necessary urgency required in order to close gaps in pupils' learning. The headteacher and deputy headteacher expect rapid change and are determined to improve the quality of teaching quickly. However, some success indicators within the plan are not sharp enough to make it clear exactly how pupils' learning will improve. Furthermore, the role of the governing body in checking the impact of senior leaders' work is underdeveloped.

Since the inspection, school leaders have introduced new systems for checking the quality of teaching. These systems are robust and effective. Teachers receive tailored support to improve the quality of their work through coaching and rigorous challenge. As a result, teachers have improved their planning so it better caters for the capabilities of different groups of pupils. Coaching and feedback are frequent in order to improve outcomes for pupils, and time is not wasted.

Leaders' analysis of the progress pupils make is much sharper. Pupils who are identified as not making enough progress receive focused support to improve their work. During this inspection, it was clear that teachers are responding positively to the support they receive. School data indicate improvements in the progress pupils are making in mathematics, reading, and writing. Teachers' marking has improved, although it is not yet consistent across the school. Where pupils have more opportunities to respond to teachers' comments, marking is having a positive impact on their understanding of how to improve their work.

Pupils' behaviour in class and around school has noticeably improved. New systems for checking how well pupils are behaving and swift action to address poor behaviour have reduced the number incidents recorded in behaviour logs. Provision for pupils with the most challenging behaviour has also improved and their particular needs are met through work in small groups. Consequently, all pupils are benefiting from a more harmonious atmosphere in school. The number of fixed-term exclusions is still too high. However, school leaders are working hard to reduce these.

Since the last inspection, the governing body has reorganised itself. It has developed a sharper focus on the impact of senior leaders' work to improve pupil outcomes. The governing body has worked with a National Leader of Governance to review its effectiveness in challenging school leaders to improve the quality of education at the school. However, this review is very recent and not yet fully completed. Governors have begun to identify some opportunities to come into school to check for

themselves how well the school is doing. However, this is underdeveloped and the governing body are not yet fully involved in challenging senior leaders and holding them to account for their work.

The local authority has acted quickly to organise a review of governance. A mathematics consultant has checked the quality of work in pupils' books and is working with the mathematics subject leaders to plan a programme of improvements to mathematics teaching. A National Leader of Education (NLE) from Fernwood Federation 4–11 has also been identified through Transform Teaching School Alliance. She has provided effective support to senior leaders in helping to write the school action plan and by helping leaders establish a rigorous system for checking the quality of teaching. The NLE and her staff have also offered training and coaching to improve the quality of marking.

Following the monitoring inspection, the following judgements were made:

The school's action plan is fit for purpose

The local authority's statement of action is fit for purpose

I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for Nottingham. This letter will be published on the Ofsted website.

Yours sincerely

Jan Connor
Her Majesty's Inspector