Inspection of a school judged Good for overall effectiveness before September 2024: Berry Hill Primary School

Black Scotch Lane, Mansfield, Nottinghamshire NG18 4JW

Inspection dates: 13 and 14 May 2025

Outcome

Berry Hill Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy at this school. They recommend it highly. The school's values of 'be kind, work hard, be brave' are well understood. Pupils do their best to live up to the school's high expectations. For example, they are proud when nominated by their peers to be 'values champions'.

Classrooms are calm and purposeful. Pupils say that staff are kind and help them to learn new things. Staff encourage pupils to be the best they can be. Pupils achieve well at Berry Hill and are well prepared for their next stages in education.

Pupils say that they feel safe at school. Parents and carers agree that they are. Pupils are confident to tell an adult if they have a problem, and trust that they will be listened to and supported. The nurturing atmosphere around the school is built on genuine care for one another.

A wide range of experiences are available for pupils to enjoy. Most pupils take part in the various clubs on offer. Pupils' talents are developed through the various opportunities that are made available to them. These include such activities as sporting events and competitions, drama productions, choir and instrumental music lessons.

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

Since changes to the leadership team in 2022, the school has made changes to the curriculum. The school has developed a well-thought-out and carefully planned curriculum across the school, including in the early years. Time has been spent ensuring that the curriculum is delivered well to support pupils' learning. Staff take time to explain concepts clearly and model learning for pupils. They help pupils to recall prior knowledge and

connect it to what they are learning now. This helps pupils to grasp new ideas quickly. Staff model subject-specific vocabulary in lessons well. In turn, pupils use this vocabulary to discuss their learning. This begins in the early years. Children learn to confidently talk about their understanding of number. This helps them to explain more-complex mathematical learning as they get older.

The school is ambitious for all pupils to develop a love of reading. Many pupils say that they enjoy listening to the books read to them by staff. There is a systematic approach to teaching early reading and phonics which begins as soon as children start school. This helps pupils to learn to read quickly. Pupils enjoy using the newly designed library.

The school is developing its systems to check what pupils know and understand about their learning. These are used well in English and mathematics, as well as in some subjects in the wider curriculum. Where this is more established, staff use their knowledge of curriculum progression to provide clear next steps for pupils. Pupils then understand how to improve their work. However, this is not as well developed in some subjects.

The school has a clear understanding of the needs of pupils with special educational needs and/or disabilities (SEND). Staff make effective use of resources to identify these pupils' needs quickly and provide them with suitable support. The learning activities provided are adapted appropriately. Consequently, these pupils learn well.

The school promotes pupils' personal development well. Pupils learn how to stay healthy. They learn about risk management and how to stay safe in various situations, including when enjoying the play equipment at lunchtime and when they are online. Pupils are open to different views and understand that people should be treated equally. Their understanding of fundamental British values, equalities and different cultures is preparing them well for life in modern Britian.

The school enables pupils to develop their leadership skills and sense of responsibility. They take these roles seriously and are extremely proud of actively contributing to the school community. For example, some take on the role of play leaders during lunchtimes. Play leaders are respected and appreciated in this role and pupils enjoy joining in the games they lead. Pupils speak highly of the play equipment they are provided with at lunchtimes. They say they enjoy the 'freedom' to explore and play with a variety of pupils across the school.

Pupils' attendance is a priority. Most pupils attend regularly. The school works diligently to identify the causes of any absenteeism. It endeavours to ensure that these pupils and families receive effective support to improve pupils' attendance.

Governors fulfil their statutory responsibilities effectively. They know the school well and challenge leaders appropriately to ensure the continued improvement of the school. Staff are proud to work within the team ethos of the school and feel they are valued. They appreciate that the school considers their views about workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not check what pupils know and understand in some foundation subjects effectively. As a result, staff do not always identify the most appropriate next steps for pupils' learning. Pupils are not always clear about how they can improve their work. The school should ensure that effective systems for formative assessment are in place across the wider curriculum and used consistently well.

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 January 2020.

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	132242
Local authority	Nottinghamshire County Council
Inspection number	10366947
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	450
Appropriate authority	The governing body
Chair of governing body	Joan Bowes
Headteacher	Ben Trenowden
Website	www.berryhillprimary.co.uk
Dates of previous inspection	21 and 22 January 2020, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up the post in January 2022.
- There have been some changes to teaching staff since the previous inspection. Several staff are new to their leadership roles.

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. The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, subject leaders, teachers, and leaders responsible for behaviour and attendance.
- The inspector met with three members of the governing body, including the chair of governors. She also spoke with a representative of the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with parents and took account of the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments. The inspector also spoke with groups of pupils and staff.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector reviewed a range of documentation, including information available on the school's website.

Inspection team

Heidi Bastock, lead inspector	Ofsted Inspector

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