

Inspection of a good school: Butler's Hill Infant and Nursery School

Broomhill Road, Hucknall, Nottingham, Nottinghamshire NG15 6AJ

Inspection dates: 13 and 14 March 2023

Outcome

Butler's Hill Infant and Nursery School continues to be a good school.

What is it like to attend this school?

Butler's Hill is an inclusive school. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Relationships between staff and pupils are warm and nurturing. Pupils feel safe, and know that they can share any concerns or worries they may have with any adult in school.

Pupils engage well in lessons and show excitement about their learning. Pupils are happy, and feel proud of their school and of the extra responsibilities that they can take on. One school councillor said, 'I go to special meetings where we talk about what we can do for our school to make it better.'

Pupils describe bullying as 'making someone sad every single day'. Pupils feel that it does not happen at the school. One pupil said, 'It doesn't happen here – this is a kind school.' Pupils know the school's values and aims. Conversations between adults and pupils often refer to them.

Leaders have created a 'family feel' ethos. Staff are a united team, and are keen to involve the local community in the learning opportunities planned for pupils and in their charity work. An example of this is the harvest festival, which collects donations for the local food bank.

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

The school's nursery provides children with a secure start to their learning journey. There is a clear focus on developing children's early language skills. Staff's interactions with children encourage conversation and vocabulary building.

In the Reception classes, the indoor and outdoor learning environments are well resourced. Children have the opportunity to develop independence by accessing all areas of learning. Adults 'interact' but do not 'interfere' with child-led play. Children are prepared

well for key stage 1. Transition from the Nursery to the Reception Year and then to Year 1 is smooth.

Leaders have prioritised early reading and have a desire for all pupils to develop a love of books. Classrooms have well-resourced reading areas. Leaders have provided a range of high-quality texts written by a diverse range of authors. Staff adopt a systematic approach to teaching phonics. Pupils read from books that match the sounds they have learned in phonics sessions. Staff provide support for pupils who may be at risk of falling behind. Adults who listen to pupils read encourage them to 'read like a river and flow'. This approach encourages pupils to develop as fluent readers.

Mathematics lessons provide pupils with the opportunity to develop their fluency, problem-solving and reasoning skills. Pupils have access to a range of practical resources to support them with their learning. Teachers encourage pupils to use mathematical vocabulary. Classroom displays provide pupils with models and key vocabulary linked to the topics being taught. This helps pupils to develop their independence. Leaders have designed an ambitious and well-sequenced curriculum that has books at its heart. In a range of subjects, teachers use a 'big five' quiz at the end of each topic to check what pupils have remembered. However, subject leaders do not yet make full use of this assessment information. They do not consistently check which groups of pupils know and remember more of the curriculum.

Leaders promote pupils' wider development well in most respects. Personal, social and health education lessons include the relationships and sex education content. Pupils have an age-appropriate understanding of different types of families.

Pupils have access to a range of clubs, trips and experiences. Older pupils take on additional roles. Pupils who act as 'eco-councillors' are passionate about their local environment. They are particularly interested in deforestation and recycling.

Pupils understand the importance of eating a healthy diet. However, pupils' knowledge and understanding of the fundamental British values is not secure. For example, pupils cannot relate 'democracy' or 'tolerance' to their everyday lives.

Leaders ensure that pupils with SEND receive the support and resources they need to be successful. In lessons, teachers use a range of resources and adapt their teaching to meet the needs of pupils with SEND. Leaders have created the 'rainbow room' to provide support for some pupils with SEND who have high-level sensory needs. Trained staff provide intensive interaction and a range of bespoke activities to meet some of these pupils' most complex needs.

Staff say that leaders are approachable and run a truly 'open door' policy. Staff feel well supported by leaders as both people and employees. The recent introduction of a menopause policy is highly valued by staff.

Teachers appreciate the time they receive to lead and monitor their subjects. Leaders promote teachers' professional development. Staff engage with a range of research-informed training opportunities.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Leaders promote the view that 'it could happen here'. Staff receive weekly safeguarding updates. Record-keeping is robust. Staff know how to share safeguarding concerns. Leaders know what the local risks and challenges are. Tailored support is in place to support some pupils and families who require it. Leaders work with other local safeguarding leads to share best practice. Leaders communicate regularly with external agencies and will escalate concerns where necessary.

Pupils know how to keep themselves safe online. They know they should not share personal information with strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' understanding of the fundamental British values is not secure. Pupils struggle to recognise or relate these values to their everyday lives. Leaders should ensure that they enhance pupils' spiritual, moral, social and cultural development well, in all respects, so that pupils are well prepared for life in modern Britain.
- Leaders do not support staff to make full use of assessment information. This means that, in some foundation subjects, the curriculum is not always adapted to address pupils' gaps in knowledge. Leaders should ensure that assessment information is used effectively to inform teaching, so that pupils receive clear feedback and remember long term what they have been taught.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in November 2012.

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](#)' 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

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| Unique reference number | 122586 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10240885 |
| Type of school | Nursery/Infant |
| School category | Community |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 239 |
| Appropriate authority | The governing body |
| Chair of governing body | Philip Kiddy |
| Headteacher | Rachel Hallam |
| Website | www.butlershillinfantandnurseryschool.co.uk |
| Date of previous inspection | 4 July 2017, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher took up her role in September 2021.
- The school uses alternative provision for one pupil.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The inspector listened to some pupils read to a familiar adult.
- The inspector met with the headteacher and other senior and curriculum leaders.
- The inspector met with the designated safeguarding leads to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record. She spoke with pupils and staff about safeguarding.

- The inspector carried out an additional curriculum documentation review for two additional foundation subjects.
- The inspector met with representatives from the local governing body and reviewed documentation provided by the local authority.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

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