

Beardall Street Primary and Nursery School

Beardall Street, Hucknall, Nottingham, NG15 7JU

Inspection dates 16–17 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress in Reception and in reading and mathematics in Key Stage 1 is not yet as good as it should be.
- Work is not always carefully enough planned to support good progress, particularly for more-able pupils.
- Pupils do not yet have good skills in understanding and explaining what they are reading.
- Subject leaders are not always concentrating on monitoring the main aspects that need improving in order that all pupils can make good progress.
- Opportunities to develop literacy skills across other subjects are not regularly built in to planning. As a result, pupils are not getting enough chances to practise specific reading and writing skills.
- The governing body does not know enough about how well pupils are doing, or about the quality of teaching, to be able to challenge the school and influence what it does next.

The school has the following strengths

- The headteacher provides strong and inspirational leadership in this rapidly improving school.
- Most teaching is now good.
- Pupils make good progress in Nursery, in writing in Key Stage 1, and in Key Stage 2.
- Support for less-able pupils is enabling them to improve their reading, writing and number skills more quickly.
- Pupils behave well, have good manners and feel safe. They understand how to stay safe in a wide range of situations.

Information about this inspection

- The inspectors observed 22 lessons, of which three were joint observations with the headteacher.
- Discussions were held with groups of pupils, senior and subject leaders, the Chair of the Governing Body and a representative from the local authority.
- The inspectors took into account the 44 responses to the online questionnaire (Parent View) in planning and carrying out the inspection.
- The inspectors observed the school's work and scrutinised a range of documentation. It included the school's improvement planning, data about the achievement of pupils in all year groups, governing body minutes and records of attendance, behaviour and safeguarding.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Michael Onyon	Additional Inspector
Ian Hart	Additional Inspector

Full report

Information about this school

- The school is of average size compared to other schools.
- Most pupils are of White British heritage.
- There are a well-above average proportion of pupils known to be eligible for free school meals and for whom the school receives additional funding (pupil premium).
- The proportion of pupils who are disabled or who have special educational needs that are supported by school action is above average. Most of these have behavioural or speech, language and learning difficulties. The proportion supported at school action plus, or with a statement of special educational needs, is below average.
- The school meets the government's current floor standards, which set the minimum requirements for attainment and progress.
- Beardall Primary and Nursery School is part of the Holgate family of schools, which comprises several primary schools and one secondary school.
- The headteacher took up her permanent post in May 2012 after fifteen months as acting headteacher.

What does the school need to do to improve further?

- Raise the quality of teaching to consistently good or better so that pupils make at least good progress throughout the school by ensuring that:
 - pupils' work is sufficiently challenging, including for more-able pupils throughout the school
 - the teaching of reading is extended to ensure that pupils understand and are able to explain what they are reading.
- Improve the impact of leaders and managers by making sure that:
 - subject leaders concentrate on, and monitor thoroughly the school's priorities so that pupils' progress is at least good
 - opportunities to develop literacy skills in other lessons are built in to planning and encourage pupils to practise specific skills relevant to their learning in reading and writing
 - the governing body knows a lot more about the school's performance, including pupils' achievement and where there are strengths and weaknesses in teaching, so that it can play a stronger role in school improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment at the end of Key Stage 2 has varied widely in recent years, but has been average overall. Attainment in reading and writing fell sharply in 2012 to well below average, although the data shows that, for this weaker cohort, the results represented good progress through Key Stage 2. Standards have increased significantly in mathematics and are in line with the national average.
- Many children start Nursery with levels of knowledge and skills that are well below average. They make good progress throughout Nursery, including in reading and numbers, because activities interest them and challenge them. Progress in Reception requires improvement because less care is taken in planning activities. However, children make good progress in both Nursery and Reception in their personal and social skills.
- In Key Stage 1, although pupils reach above average standards in reading words, they do not develop broader reading skills, such as understanding of the texts. Therefore, throughout Key Stage 1, from below average starting points, pupils make adequate rather than good progress in reading. Pupils make good progress in writing. Many are able to construct simple sentences, with accurate spelling of words and correct punctuation. Progress in mathematics is satisfactory and quickening as a result of good teaching that identifies any gaps in their knowledge.
- Progress accelerates in Key Stage 2 because teaching is consistently good and sometimes outstanding. However, even in those year groups, it does not provide consistently well for those pupils capable of reaching higher levels. In mathematics, there is a good focus on how to arrive at an answer, rather than just getting the right answer.
- Disabled pupils, those who have special educational needs, and those supported by the pupil premium, including those known to be eligible for free school meals, make similar progress to other groups.
- This year, additional funding is being used to provide specific support for those pupils who are falling behind. In reading, for example, extra help is being given in developing the skills pupils need to become more fluent readers, and carefully chosen books are encouraging boys as well as girls to try hard to master the sounds that letters make.

The quality of teaching

requires improvement

- Most teaching is good and it is sometimes outstanding. The rate of pupils' progress is therefore quickening. However, weaker teaching in Reception means that pupils' progress is not yet good throughout the school.
- The tasks set are usually well suited to lower and middle ability pupils and accelerate their progress. In a lot of lessons, however, activities for pupils working at higher levels are too easy and do not encourage them to develop their thinking skills or apply their knowledge to working out problems. This is the reason why too few pupils reach higher levels in reading, writing and mathematics, particularly in Key Stage 1.
- The teaching of letters and sounds (phonics) is good from Nursery onwards. Children develop the skills to work out for themselves the sounds made by letters and have regular opportunities to practise writing letter shapes. Where pupils have difficulty, support staff provide prompt,

relevant guidance. 'Reading recovery' lessons, in particular, have resulted in these pupils making good progress. Even so, broader reading and communication skills are not nurtured and as a result pupils do not get as much from their reading as they should.

- In literacy lessons, pupils write very regularly, at length and with a clear purpose. This is significant in the good progress made in writing by the end of Key Stage 1. However, the development of literacy and numeracy skills across other subjects is not well planned, although there is some evidence of good practice. In a Year 6 literacy lesson, for example, the teacher encouraged pupils to think carefully about how the word 'reduce' can be a mathematical term or used in everyday language.
- In many lessons, teachers' questioning is very effective because it tests out and builds on pupils' understanding. This was the case in an outstanding Year 3 numeracy lesson in which pupils used information about colours to form a pictogram. This resulted in their excellent analysis of the colours used.
- A good range of teaching styles was observed. Some teachers regularly use inter-active whiteboards to maintain pupils' interest in learning and to help them learn by seeing images. Pupils often work in pairs and small groups where they can share their ideas. Lessons give them lots of opportunities to practise what they have learnt.
- The marking of pupils' work has improved since the last inspection and regularly tells them what they have done well and what to do next.
- Support for those groups of pupils who need extra help is good because staff know exactly what they need to learn and to practise and have lots of short sessions in which to do this.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons, at play and around the school, is good. They strive to achieve well in the tasks they are given and in the jobs with which they are entrusted. In lessons, in particular, they get out the equipment that they need very quickly and sensibly and start work promptly.
 - A few pupils sometimes struggle to behave as well as the school expects. The staff manages their behaviour well. As a result, the attitudes of individual pupils towards school and learning have improved significantly.
 - Pupils know and respond well to the school's expectations of behaviour from Nursery onwards and throughout the school. They all know the school rules. Children in Nursery settle in quickly and cooperate well with other children in learning and playing.
 - The staff teach pupils the importance of showing care for each other and respecting each other's differences. Lessons promote fairness and respect. As a result, pupils learn harmoniously. There is very little bullying and when incidents do occur staff deal with them effectively.
 - Pupils feel safe at school and their parents and carers agree. Pupils show a good awareness of possible dangers, such as cyber-bullying and road safety.
 - Attendance is average and rising year-on-year. It reflects the high expectations of the school
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and their good checking of absences and the reasons for them.

The leadership and management requires improvement

- The headteacher provides very strong leadership based on her accurate evaluation of the school's strengths and weaknesses. She has gained the respect of the staff, who know exactly what they need to do and are rising to the challenge. However, leadership and management requires improvement because not all teaching is yet good.
 - Teachers with responsibility for particular aspects of the school's work, such as literacy or mathematics, are increasingly involved in checking the quality of teaching and learning. As yet, however, they do not always focus enough on, or monitor in sufficient detail, the priorities that the school has identified. As a result, progress is not uniformly good through the school. However, their growing skills confirm that the school can keep improving.
 - Parents and carers express strong support for the school. They think it is led and managed very well. They like the approachability of the headteacher and staff and the good communication between home and school, which includes information about how parents and carers can support their children's learning.
 - The headteacher and senior leaders have identified weaknesses in teaching and are addressing them head-on through careful improvement planning. Good methods of teaching phonics and writing are established. In mathematics, progress has accelerated because of the good attention to detail in diagnosing gaps in pupils' learning, such as in calculation.
 - The headteacher gives all of the staff targets to achieve for the year as part of a thorough performance management process. These targets are pivotal in bringing about and sustaining improvements. The headteacher has high expectations of the staff's performance, both in the classroom and in management roles. Staff are not rewarded unless they meet their targets, demonstrating the relationship between performance and salary.
 - Lessons offer a broad range of activities and topics which pupils find interesting. They include opportunities for spiritual, moral, social and cultural understanding, which are developed well. For example, pupils in a Year 6 literacy lesson showed empathy with the characters in a diary, because they were encouraged to think about human emotions and how they affect people.
 - The curriculum requires improvement because pupils capable of reaching higher levels are not consistently given work that enables them to develop their thinking and apply their skills. Literacy is not carefully enough planned in other subjects.
 - The school's partnership with other schools enables them to share resources and training and the links with a good school have helped staff to raise the quality of their teaching to good and outstanding. Some staff are currently developing their skills in different ways of teaching; this initiative has not yet had time to show full impact in terms of pupils' progress.
 - The local authority continues to provide effective advice, including its help in raising standards in mathematics.
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■ **The governance of the school:**

- This requires improvement. Although governors are committed to and very supportive of the school, they are not involved in routine monitoring and do not know enough about the achievement of pupils or the quality of teaching. This means they are not in a good position to question the school's work or discuss how to improve it.
 - The pupil premium is a regular item on the agenda for governing body meetings. The funding is used appropriately to narrow the gap in achievement between groups of pupils. Additional funding contributed to raising standards in mathematics in Year 6 last year and provided extra activities, such as after-school clubs, for those pupils considered to be at risk of being vulnerable.
 - The governors ensure that safeguarding arrangements meet the statutory requirements and that policies are regularly updated to reflect current guidelines.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122584
Local authority	Nottinghamshire
Inspection number	402104

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair	Kevin Hollingsworth
Headteacher	Katherine Collins
Date of previous school inspection	22 April 2010
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