

# Beardall Street Primary and Nursery School

Beardall Street, Hucknall, Nottingham, NG15 7JU

**Inspection dates** 28–29 January 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, well supported by staff and the governing body, sets a very clear direction for the school's work and is leading the drive to raise standards further.
- Teaching is good or better in nearly all lessons and meets the needs of pupils effectively.
- Pupils of all abilities, including disabled pupils and those with special educational needs, make good progress and achieve well in both their personal and academic development.
- Children make a good start in the Early Years Foundation Stage because they are taught well and are given interesting activities to do.
- Subject leaders drive improvement by frequently checking how well pupils are doing in each subject. Consequently, the quality of teaching and learning is improving consistently.
- Pupils like coming to school and say that they feel safe and enjoy their learning. They show a great deal of respect for others and work hard in lessons. Newcomers are welcomed warmly by all the pupils.
- Pupils' good and, sometimes, outstanding behaviour ensures that, at work and play, they are safe and enthusiastic partners in their education.
- Governors know the school well and are not afraid to hold it to account over the progress that pupils make.

### It is not yet an outstanding school because

- There is not enough outstanding teaching and a small amount requires improvement .
- Sometimes pupils are not given work which is difficult enough for them.
- Attainment in writing and mathematics, whilst currently above average overall, is not as high as it could be.

## Information about this inspection

- The inspectors observed thirteen lessons including part lessons. Four lessons were jointly observed with the headteacher.  
The inspectors made other visits to classes, looked at pupils' work and listened to pupils read.
- The inspectors took account of the 16 responses to the online questionnaire, Parent View, and spoke to approximately eight parents individually. The responses to 24 staff questionnaires were also considered.
- The inspectors observed the school's work and looked at a number of documents, including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from pupil premium is spent; the management of teachers' performance; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

David Edwards, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

David West

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- There is a higher than average proportion of pupils known to be eligible for support through the pupil premium. This is additional funding for children in local authority care, those who have a parent in the armed forces or those known to be eligible for free school meals.
- The school has a slightly higher than average proportion of pupils supported through school action. It also has a below average proportion supported by school action plus and of those who are disabled or have a statement of special educational needs. These needs include behavioural and learning difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The deputy headteacher is currently acting headteacher in the headteacher's absence and there is an acting deputy headteacher.
- The Early Years Foundation Stage consists of a Nursery and Reception class.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
  - using the best teachers to work alongside their colleagues and share their skills to ensure all teaching is good with a greater proportion which is outstanding
  - ensuring that all pupils are given work which is difficult enough for them and makes them think more.
- Raise levels of attainment and progress in English and mathematics by:
  - improving the accuracy of pupils' spelling by ensuring that teachers pay greater attention to the quality of spelling when they mark pupils' work
  - giving pupils more opportunity to use and apply their mathematical skills to real-life problem solving situations.

## Inspection judgements

### The achievement of pupils is good

- When children enter the school they have skills which are below those typically expected for their age, particularly in speech and language, but by the time they leave at the end of Year 6, standards they reach in reading and mathematics are usually average, whilst in writing they are above average. This represents good progress from pupils' starting points.
- Attainment dipped below average in reading and mathematics at the end of Year 6 in 2013, but the school has well documented evidence to show that although there had been some underachievement in their early part of Key Stage 2, last year's Year 6 made better progress in Years 5 and 6. Pupils in all years are now making faster progress and the attainment of the current Year 6 in reading, writing and mathematics is already above where they would be expected to be at the end of the year.
- The progress made by pupils in reading has improved since the last inspection. This is as a result of key changes to the teaching of reading throughout the school. The step-by-step teaching of phonics (letters and the sounds they make) ensures that pupils rapidly develop secure reading skills. Pupils now read more widely and often. They are also being taught more effectively to use the key skills of inference and deduction when reading, so they have a greater understanding of what they read.
- School leaders identified that progress in mathematics had lagged behind and have corrected this so pupils are now doing better. Time was spent making sure that all staff taught calculation in the same way, so pupils were not confused. A whole-school approach means that, no matter what class they are in, pupils learn at the right level for them. Whilst teachers ensure that pupils have good opportunities to undertake mathematical investigations, pupils do not have enough opportunities to use their mathematical skills in real-life problem solving situations.
- Attainment in writing has risen significantly in the last three years and is now above national averages. This is because pupils have been given lots of opportunities to use their writing skills in other subjects and to do extended writing. However, inconsistencies in spelling skills are hampering the drive to raise standards in the subject further.
- Pupils supported by the pupil premium are making good progress. The gap between their performance and that of other pupils has closed significantly so that, in 2013, the proportion making expected progress in reading and writing was higher than that of other pupils in the school. As a result, the gap in their attainment in reading, and mathematics was less than one term in comparison to other pupils. In writing and spelling and grammar they performed slightly better than their classmates.
- Through effective support from teaching assistants, disabled pupils or those who have special educational needs, make similar progress to other pupils. This is because the school identifies their needs early and their learning is planned in small achievable steps and their progress regularly and carefully checked.
- The most able pupils are now making good progress because of the well-planned and challenging work they are given. However, in a small number of lessons that inspectors observed they were not always given work that was hard enough for them.

**The quality of teaching is good**

- Teaching in all subjects is typically good and has improved significantly since the last inspection.
- Leaders have taken concerted action to improve teaching and learning throughout the school. However, a small, amount of teaching requires improvement and there is not enough outstanding teaching.
- Teaching in Nursery and Reception is consistently good. All adults work to ensure that activities are specific to each child. Children enjoy the well-planned activities and are encouraged to learn in groups and pairs as well as being given opportunities to work unsupervised.
- In a mathematics lesson in Year 4, teaching was outstanding and pupils were enthusiastically using and applying their skills to a real-life problem to calculate how long it would take for a parcel to be transported from one destination to another around the world. The teacher set out different levels of expectation and pupils rose to the varied challenges with vigour and purpose. They used their knowledge of timetables, analogue and digital time and calculation skills to solve the problem. Pupils thoroughly enjoyed the challenge and worked diligently and quickly so that progress in learning was rapid. These opportunities to practice real-life problem solving skills are not consistent throughout the school.
- Teaching assistants are given clear directions and clearly make a difference to pupils' progress, particularly in small-group and one-to one-sessions. This is because team work is strong and the school has invested heavily in professional development for teaching assistants.
- Relationships between adults and pupils are very good. Behaviour is managed effectively and pupils' personal development is fostered well. Consequently, pupils have positive attitudes to their learning, enjoy their work and achieve well.
- Disabled pupils, those with special educational needs, achieve well in lessons where they know what is expected and how everything is organised. The teacher with responsibility for these pupils is passionate about ensuring that they do well. Pupils benefit greatly from small group and individual sessions, together with well-targeted whole-class teaching and make good progress.
- The quality of teachers' marking of pupils' work in books is consistent throughout the school .Pupils are told how well they are doing and the teacher clearly explains what they need to do next to improve. Pupils get regular opportunities to check the quality of their own work and that of their classmates. Pupils use their targets effectively to ensure that they make the progress expected of them. Teachers regularly update pupil targets so that pupils know the learning goals that they are working towards.
- Teachers make learning interesting for pupils by mixing subjects together. For example, in a Year 6 lesson based around a study of the Australia pupils enjoyed studying a map of the world to locate key places of the journey of convicts being sent by ship to the colony. They enthusiastically used their writing and study skills to produce a recount of the first ever convict fleet's journey to Australia. Others were writing an instructional text on how to construct an Aboriginal shelter. Pupils enjoy this approach to learning. Whilst the quality of writing was generally good their spelling was sometimes variable. A scrutiny of pupils' books across the school showed this to be a common problem.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. and is underpinned by strong relationships at all levels. This is confirmed by records, observations and discussions with pupils. The good quality relationships are based on trust and respect between pupils and their teachers and other adults. Indeed, spiritual, moral, social and cultural development, with its strong emphasis on care and consideration for others, is at the heart of the school's work.
- The school's work to keep pupils safe and secure is good and parents agree. As one parent said, 'The school does its best to see that every pupil is well cared for and achieves as well as they possibly can'.
- Pupils say that they feel safe and secure in school. Their parents agree and value the very good level of care and support the school provides for their children. This produces a harmonious working environment.
- Pupils behaviour as they move around school and during playtimes is exemplary, while their behaviour in lessons is generally good. On rare occasions pupils become restless in lessons if they are given too much time working on a task. Playtimes and lunchtimes are much enjoyed. 'Playground leaders' are very mature as they carry out their role to support the younger pupils in their play and make sure they are happy.
- Behaviour is managed consistently well. The need for teachers to reprimand pupils is rare because they are so well motivated and fully involved in their work. The work of the learning mentor supports those pupils who find school challenging, so that they can take a full part in lessons.
- Pupils have developed a very good understanding of the different forms of bullying, including physical, emotional and cyber bullying. They are also confident that adults always deal with any rare instances quickly and firmly. Exclusions of any kind are extremely rare.
- Pupils' attendance has improved since the last inspection and is now in line with the national average. The school works hard with families to make sure pupils attend school on time and regularly. Persistent lateness and pupils' absences without reason are quickly followed up with an immediate telephone call to the homes of the pupils involved. Pupils respond well to rewards for good attendance.

**The leadership and management are good**

- The headteacher's very strong resolve to improve the quality of pupils' experiences is demonstrated through the commitment of all teachers to improvement. She is ably supported by senior leaders and all staff and governors in the drive to make the school better.
- The school has developed effective systems to check the quality of teaching and the judgements of senior leaders about the quality of teaching are accurate. The improvements in teaching since the previous inspection have led to pupils making more rapid progress.
- Since the previous inspection, the school has taken specific action that has had a marked impact on how well pupils are doing. For example, attainment in writing has accelerated rapidly as a result of better teaching and the use of new resources. Similarly as a result of improved teaching pupils' standards in reading and mathematics are beginning to rise and is reflected in the better

quality of work seen in their maths books and the confidence shown when pupils read to inspectors .

- Subject leaders have strengthened their understanding of the quality of teaching and how this shapes pupils' learning. Through observing lessons, looking at pupils' work and considering information about how well pupils are doing in regular meetings, they are now driving improvements forward. The impact of the work on writing and the way pupils eligible for free school meals are closing the gap in attainment demonstrates the school capacity for improvement and its commitment to equality of opportunity.
- Arrangements for checking the performance of teachers are good and clearly linked to the national standards for teachers. Objectives set for each teacher are clear and linked to pupils' progress and whole-school targets. Governors have oversight of this process and vigorously ensure that any salary progression, including that of the headteacher, is based solely on merit.
- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils respect each other and the school. Pupils from different social and ethnic backgrounds get along harmoniously . They offer thoughtful responses when given the opportunity to reflect on spiritual or moral issues during lessons. They learn about the customs and beliefs of other faiths and the lives and cultures of other people through their topic work and their links with schools in India and Uganda. This has led to them gaining the International School's award. Pupils show great respect for, and interest in, the views of others.
- The school does its utmost to ensure that pupils remain healthy and physically active, through a wide range of physical and sporting activities during and after school. The school has successfully implemented its plan of action to use its primary sports funding. This has allowed them to enhance training for teachers and to widen its use of specialist sports coaches. A good Key Stage 2 lesson on gymnastics showed that pupils are developing their skills well. Pupils' skill levels are constantly monitored to evaluate the impact of the work of the school in this area and to ensure value for money.
- The school gives a high priority to ensuring pupil safety and that all safeguarding requirements are met
- The local authority has been able to reduce its level of involvement with the school, because it has confidence in Beardall Street. It arranged a working partnership with another primary school which is benefitting both establishments, as they share their expertise.

#### ■ **The governance of the school**

Governors are very committed to the school and its success and have a thorough knowledge of its strengths and areas for development. This is achieved through their regular visits to the school and the good information they receive about its performance. They support and challenge the school in equal measure so that there is a sharp focus on pupils' achievement. The governing body undertakes training, for example in data analysis, and this means the governors are able to question school leaders knowledgeably about teaching quality. Governors fulfil their statutory duties well, carefully assess the headteacher's performance annually and increasingly link salary progression to teachers' performance. They know what the school is doing to tackle any underperformance and have a careful eye on the progress of pupils known to be eligible for support through the pupil premium. Working closely with the school they are monitoring the effectiveness of the school use of physical education funding to ensure that it is meeting the needs of pupils and to ensure value for money.

## 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

<b>Unique reference number</b>	122584
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	431704

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Hollingworth
<b>Headteacher</b>	Miss Katherine Collins
<b>Date of previous school inspection</b>	16 October 2012
<b>Telephone number</b>	0115 9568285
<b>Email address</b>	officeadmin@beardallstreet.notts.sch.uk

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