

# Bleasby CofE Primary School

Station Road, Bleasby, Nottingham, Nottinghamshire NG14 7GD

## Inspection dates

26–27 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- Bleasby School is a welcoming, friendly and inclusive school where pupils are happy, safe and well cared for.
- Members of the governing body and senior leaders have brought stability following a period of turmoil and change in the school's leadership.
- The headteacher and senior leadership team are well respected by pupils, staff, parents and carers.
- The curriculum provides a broad and balanced range of learning opportunities. The taught curriculum is complemented through a range of purposeful enrichment weeks and educational visits.
- Teaching across the school is consistently good and leads to high attainment and good progress for most pupils.
- Pupils behave exceptionally well. They enjoy attending school and value the varied opportunities provided.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils are excellently supported in their personal development and well-being.
- Pupils respect each other. They are very well prepared for their lives in modern Britain.
- Safeguarding arrangements are effective. Pupils feel safe in the school and appreciate the many ways in which the school teaches them to stay safe. Adults know all the children individually.
- Children get a positive start to their school life in the early years. Staff develop children's creativity and curiosity very well. They are well prepared for Year 1.
- The partnership with parents and the wider community is a strong feature of the school.
- Additional funding is used very effectively to remove pupils' barriers to learning, support their learning and provide enriching opportunities.
- Parents and carers are pleased with the school and staff are proud to work at the school.
- Middle leaders have plans for further developing their subjects and areas of responsibility. However, they do not rigorously evaluate the impact of their actions to clearly determine the next steps for improvement.
- Overall, teachers' expectations are high. But, work planned for the most able pupils is not sufficiently challenging. As a result, the most able pupils do not make the progress of which they are capable.

## Full report

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

- Senior leaders should:
  - improve pupils' attainment and progress by ensuring that all teachers support and challenge all pupils, especially the most able, to attain even greater depth in their learning
  - ensure that all middle leaders have the skills, knowledge, understanding and resources necessary to drive improvement and evaluate the impact of their actions.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and newly established senior leadership team have worked to build positive and supportive relationships with staff, pupils and parents. This has brought about stability to the school after a period of turbulence and senior staff changes. Most parents who spoke with inspectors said that the new headteacher has transformed the school and regained parental confidence in the school.
- Leaders have high expectations and aspirations for pupils. Leaders also have positive and supportive relationships with staff. As a result, there is a shared vision for all pupils to succeed.
- Senior leaders have a clear appreciation of the school's strengths and areas for development. Leaders know what needs to be achieved to continue the journey of improvement.
- The curriculum is broad and balanced. It is designed to widen pupils' experiences and deepen their understanding. There is a focus on developing outdoor learning.
- Pupils who spoke with inspectors value school trips, which are key features of the curriculum and enhance learning. For example, pupils were taken to Leicester to the King Richard III visitor centre, the national holocaust centre and Eden Camp to complement and deepen their knowledge and understanding of history.
- The curriculum is enhanced through focused enrichment weeks. The recent science week included opportunities for pupils to learn from the work of the Environment Agency and the RSPB as well as the experiences of a visiting polar explorer. Black history week enabled each class to focus on key figures and role models. Pupils benefit from these memorable learning experiences.
- Middle leaders have received improved support and guidance in relation to their roles and responsibilities. However, there has not yet been sufficient time to demonstrate the effectiveness of this support and middle leaders have not yet consistently evaluated the impact of their work.
- The pupil premium strategy identifies the barriers that disadvantaged pupils face and what actions leaders have put in place. Planned support is having a positive impact on pupils' achievements.
- The school makes good use of the physical education (PE) and sports funding. Plans are focused and provide high-quality experiences for all pupils. The range of experiences is having a positive impact on pupils' physical well-being.
- Leaders work very effectively to support pupils with special educational needs and/or disabilities (SEND). Leadership is proactive in assessing needs and gaining additional funds. Parents who spoke with inspectors commented very highly about the support for pupils with SEND, recognising the progress their children make personally, academically and socially.
- The spiritual, moral, social and cultural development of pupils is evident throughout the school and pupils are well prepared for life in modern Britain. Pupils recently met the local member of parliament and discussed current issues, including Brexit,

homelessness and inequality. Pupils have clear ideas about right and wrong and learn about a range of faiths and religions.

- Pupils are very clear about the school's values and what they mean in their daily lives. They know that respect is a core value of the school. Pupils who met with inspectors say that respect is lived out in relationships across the school community.
- Parents welcome the opportunities and experiences provided by the school. They also appreciate the values which are nurtured among pupils. As one parent said, 'The caring and forgiving nature of the school has changed my family's life.'

## **Governance of the school**

- Members of the governing body have an inclusive and ambitious vision for the school, its leaders, staff and pupils. The school has a highly committed and effective governing body.
- Governors are proud of the progress leaders have made in bringing about improvements. At the same time, they know that there is more to do before the school achieves excellence in all aspects of its work.
- Members of the governing body have a wide range of skills and experiences which they use effectively to challenge and support the work of school leaders. They visit the school regularly and make systematic checks to ensure that the information they receive from the school's leaders is accurate.
- Governors are clear about their roles and responsibilities. They have a deep understanding of the school's strengths and areas for improvement. They help school leaders to decide on priorities for improvement and they check that the plans to improve the school are working.
- The governing body has a good knowledge of the school's finances. This includes being aware of how extra funding is used. For example, governors review how pupil premium and the PE and sports premium have been used effectively to improve outcomes for disadvantaged pupils and improve pupils' physical well-being.
- Governors have ensured that the school has had its Section 48, SIAMS inspection. This was conducted in June 2017.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders and governors ensure that all aspects of safeguarding arrangements work well and are fit for purpose.
- There is a secure culture of safeguarding across the school. Leaders ensure that all staff are appropriately trained and understand their safeguarding responsibilities. Staff know how to respond to the needs of vulnerable pupils.
- Senior leaders and governors are thorough in checking the suitability of all adults who work with pupils.
- Designated safeguarding leaders receive regular training and work effectively with external agencies. They ensure that these agencies support pupils and their families.

- Leaders know pupils and families very well and they review pupils' needs regularly.
- Pupils know how to keep themselves safe and are taught the risks involved in online activities. They are also taught road and rail safety and have benefited from workshops led by the NSPCC. Pupils say they feel safe at school.

## Quality of teaching, learning and assessment

**Good**

- Leaders are raising teachers' expectations about what pupils should achieve. As a result, the bar on teachers' practice is rising and the quality of teaching is improving. The quality of teaching and learning is good.
- Teachers establish positive relationships with pupils and expect good behaviour. There are good and supportive relationships between pupils and staff. Pupils respond well to their teachers and their good attitudes result in good achievement.
- Teachers use their questioning skills well to check learning and deepen pupils' understanding. When teaching is stronger, teachers ask open questions to encourage pupils to think more deeply about their learning and explain their responses.
- Teachers' subject knowledge is consistently strong and is used to meet pupils' interests and stimulate learning. For example, during the inspection, Year 5 pupils were challenged to consider the moral, social, economic and environmental implications of tropical deforestation to produce palm oil which is sold in British supermarkets. Such learning also focused on extended writing of different genres for different audiences.
- Teachers are confident and skilled in teaching phonics. Younger pupils use their phonics skills to decode unfamiliar words. They read with understanding and enjoyment. Consequently, pupils make strong progress in phonics and become confident readers.
- Teaching assistants are skilled and ask questions that help pupils to work things out for themselves. They provide good-quality support for pupils with SEND within the classroom or in small group sessions.
- Leaders have reviewed the way mathematics is being taught. The new mastery approach is beginning to show some improvement in the progress of pupils. Pupils are becoming more adept at applying their mathematical knowledge and problem solving.
- Teachers plan homework to build on and complement classroom-based learning. The school's approach reinforces reading, literacy, numeracy, science and religious education on a weekly basis. Pupils value this approach and many parents appreciate this method of being kept informed about topics of learning.
- Leaders provide workshops to inform parents about their children's learning. For example, parents have attended meetings related to: mastery in mathematics, helping children to read and supporting their child with SATs. Records of feedback indicate that many parents value these sessions and feel very well supported by the school.
- Teachers do not consistently plan work that demands enough of the most able pupils. As a result, some of these pupils do not consistently make the progress of which they are capable.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders, teachers and support staff put pupils' well-being at the heart of their work. Adults know pupils and their families very well. This is a key strength of the school.
- Pupils value the range and variety of extra-curricular activities provided by the school. These include a wide range of sporting activities as well as clubs, trips and residential visits. These experiences enhance pupils' personal development and academic learning.
- Pupils take pride in their school, their work and their appearance. Pupils' work and successes are highly valued and celebrated through attractive displays, assemblies, rewards and public recognition within the local community.
- Pupils have a clear understanding of what bullying is. Those who spoke with inspectors say there is no bullying in school. However, they say that there are occasional incidents of unkindness. Pupils are confident that they can share any concerns or worries with an adult who would deal with them appropriately.
- Staff promote pupils' emotional and personal well-being very effectively. They are mindful of pupils' needs and provide opportunities to learn about personal safety and awareness of risk in different situations including online safety.
- Teachers largely nurture pupils' positive attitudes to learning. Most pupils are confident learners. However, teachers do not consistently nurture a greater thirst for learning among some of the most able pupils to become even more self-assured learners.

**Behaviour**

- The behaviour of pupils is outstanding.
- The school is an exceptionally calm and orderly place for pupils to learn. Adults' expectations of pupils' behaviour are consistently high. Pupils move around respectfully, sensibly and safely.
- Pupils are very proud of their school. They are polite, welcoming, confident and respectful. Pupils care for each other and enjoy the many ways adults provide opportunities for them to deepen their friendships. For example, during the inspection the harmonious choir was seen and heard, a team of enthusiastic and mutually supportive pupils.
- Pupils say they like coming to school. Leaders ensure that pupils attend regularly. Overall attendance is above the national average and reflect pupils' positive attitudes to school and to their learning.
- Records show that there are hardly any incidents of poor behaviour. There have been no exclusions over the last five years. Pupils say that behaviour is always very good. Leaders and teachers respond quickly when there are occasional incidents of unkindness to rebuild respectful relationships.
- Behaviour at lunchtime reflects the friendly relationships that are encouraged and

nurtured. Routines in the dining room enable pupils to help and care for each other, sharing meals, conversations and friendships. Older pupils serve younger children ensuring that all are included. Pupils behave exceptionally well on the playground and school field.

## Outcomes for pupils

**Good**

- By the time pupils leave school at the end of Year 6, they make average progress and leave with attainment standards which are above national averages. In 2018, for example, the proportion of pupils attaining age-related expectations was well above the national average in reading, writing and mathematics.
- Even though the proportion of pupils attaining greater depth, in 2018, was higher than national averages in reading, writing and mathematics, the progress of the most able pupils was not as strong as that of their peers. Not enough pupils, given their starting points, are attaining greater depth.
- At the end of key stage 1, the proportions of pupils attaining age-related expectations and greater depth in English and mathematics have been consistently above national averages for age-related expectations and greater depth standards. However, given their starting points, more pupils should attain greater depth.
- The attainment in the Year 1 national phonics screening check has been above the national expectation in recent years. However, this dipped to below the national average in 2018. Leaders have responded swiftly to address this decline. The school's information about attainment in phonics this year shows an increased proportion of pupils meeting the expected standard. This reflects the good phonics teaching and learning seen during the inspection.
- Work in pupils' books shows that they have made good progress throughout the year across a range of subjects. When teaching fails to meet the needs of the most able pupils, progress is less strong.
- The school uses additional funding effectively. Disadvantaged pupils make good progress. Pupils with SEND receive appropriate support linked to their specific needs and make good progress from their starting points.

## Early years provision

**Good**

- Children get off to a good start in the Reception class because teachers support their learning very well. The children's skills, when they start in Reception, are mostly in line with and often above what is typical for their age.
- Most children make good progress in Reception and start Year 1 with the standards that are expected for this age group. However, the most able children do not achieve as well as they could and too few attain the exceeding standard by the end of Reception.
- Staff have a good understanding of different children's interests and needs. They plan carefully to ensure that most of these needs are met. As a result, consistently good teaching helps most children make good progress.

- The teaching of phonics is very effective. Children listen carefully and learn to read and write well. They move effectively from writing letters to words and sentences. This prepares them well for Year 1.
- Adults create a stimulating environment within the classroom and have improved the outdoor provision which includes an allotment area in the school garden. Both indoor and outdoor areas engage children enabling them to play and learn. As a result, children enjoy school.
- Staff establish routines that support children in developing key skills and consolidate their learning. Children listen well, follow instructions and look after resources.
- Relationships are good, both among children and between children and staff. Children play together very well. The positive atmosphere supports children's development and builds on their self-esteem and confidence.
- Safeguarding is effective. Children are kept safe and know how to keep themselves safe. This was evident as children walked from school to the village ponds for their pond dipping investigations.
- Transition into early years is very successful. Staff work with parents and other providers to ensure that children have a positive start. The partnership with parents is highly effective. Many parents who spoke with inspectors commented on the positive start to school their children have.



## School details

Unique reference number	122750
Local authority	Nottinghamshire County Council
Inspection number	10086760

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Ian Stockford
Headteacher	Samuel Mensah
Telephone number	01636 830203
Website	<a href="http://www.bleasbyprimary.co.uk">www.bleasbyprimary.co.uk</a>
Email address	<a href="mailto:office@bleasby.notts.sch.uk">office@bleasby.notts.sch.uk</a>
Date of previous inspection	September 2006

## Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium funding is well below the national average.
- The proportion of pupils with SEND is below the national average. The percentage of pupils with an education, health and care plan is the above the national average.
- The proportion of pupils from minority ethnic groups is lower than the national average and the proportion who speak English as an additional language is also below the national average for primary schools.

## Information about this inspection

- Inspectors observed a range of lessons in early years and key stages 1 and 2. The headteacher carried out some observations jointly with inspectors. Inspectors scrutinised a range of pupils' work.
- Inspectors listened to pupils read.
- Inspectors held meetings with the headteacher, leader of early years and leader of science, and spoke with pupils. The lead inspector also spoke with the deputy headteacher, local authority and diocesan representatives by telephone.
- The lead inspector met four governors and spoke with the chair of the governing body by telephone.
- Inspectors spoke to parents and pupils around the school.
- Inspectors observed the school's work and scrutinised several documents, including the school's self-evaluation, minutes of meetings of the governing body, improvement plans, and information on pupils' recent attainment and progress.
- Inspectors also considered behaviour and attendance information, as well as policies and procedures relating to: special educational needs, pupil premium funding, PE and sport premium, safeguarding and child protection.

## Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

Sarah Chadwick

Ofsted Inspector

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