

Inspection of Beardall Fields Primary and Nursery School

Kenbrook Road, Hucknall, Nottingham, Nottinghamshire NG15 8HY

Inspection dates: 6 and 7 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils appreciate their vibrant, happy school. They enjoy learning and their kind teachers enthuse them. One of their favourite subjects is history. Fun quizzes help them remember important facts. A pupil said: 'History helps me understand how much we've changed and evolved.' Pupils are ambitious to study more or have interesting careers when they grow up.

Playtimes are happy occasions. Pupils enjoy playing with their friends and using the equipment. Some pupils can be boisterous, but teachers soon sort it out. Pupils say that bullying rarely happens. Pupils know who to talk to if they have any worries. They trust all adults to be fair and help them.

Leaders want all pupils to enjoy reading. They love the books that bring their interesting topics to life. Many pupils read with interest and expression. However, some early readers do not get the practice they need to read text fluently.

Pupils relish taking on roles, such as 'Take 5' ambassadors and school councillors. Pupils build their understanding of the benefits and risks of the online world. They learn how photos can be changed, so know that not all they see is trustworthy.

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

Leaders have made sure that all staff share their ambitions in this growing school. New staff receive effective support to feel part of the team. Leaders provide effective training so that staff can help all pupils succeed. Pupils get a good quality of education across a range of subjects.

Leaders have ensured that the curriculum is well planned and sequenced. This includes in the early years. Pupils learn content through interesting topics. Subject leaders are clear about the knowledge and skills they want pupils to learn in each topic. In history, early years children think about their family memories, whereas older pupils understand there are a range of historical sources and consider their reliability. In art and design, the subject leader gives teachers useful guidance, such as visual prompts. This helps non-specialists feel confident to teach mark making with increasing skill across the school.

Leaders ensure that reading is a priority. Leaders want classrooms to 'sing reading'. Pupils enjoy favourite books. There are appealing book corners in every classroom. Teachers use interesting books to support topics and discussions.

Leaders have reviewed the school's approach to early reading. They have introduced a new phonics programme to make sure that more pupils are ready for Year 3. Leaders provided training, so teachers have quickly raised expectations. This is helping more pupils to be confident readers. Teachers know which pupils need extra help to keep up. Interventions do not ensure that pupils practise the sounds that

they know over and over. Books these pupils read do not give them enough practice to help them become fluent readers.

Leaders have established a clear framework to help pupils to write well. Pupils express their ideas well across the curriculum.

Leaders have established a well-planned mathematics curriculum that builds from early years to Year 6. Training has ensured that mathematics is taught well. Teachers quickly spot and address pupils' misconceptions. They ensure that pupils revisit and develop their number skills every day. Pupils keep up and feel successful.

From the very start, leaders make sure that Nursery and Reception children extend their vocabulary. Adults help them to use new words in all tasks.

There is a robust system in place to identify pupils with SEND. Leaders have ensured that a wide range of sensitive support is in place. Leaders ensure that pupils with the most complex needs receive tailored support. However, leaders have not ensured that all interventions are rigorous and sequenced well. Pupils do not routinely revisit the most important knowledge they need to know.

Leaders want pupils to have a range of experiences. Sports opportunities are a priority, following COVID-19 interruptions. Residential visits are restarting from Year 2 onwards. Pupils are considerate and respectful of differences. They recognise that 'we are all different in our own special ways'. Pupils contribute to a local food bank. They recognise charity is important locally as well as internationally.

Leaders appreciate the support from the local authority. Governors understand their statutory duties. They are knowledgeable and skilled. They ask challenging questions to hold leaders to account.

Staff feel valued at the school. They appreciate the training opportunities available to them. They say that leaders are considerate. Leaders set clear boundaries, such as no evening emails, to support work-life balance.

Parents and carers praise the support that families received during recent lockdowns. They appreciate the approachable, caring staff, because they put their children's well-being first.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training. They know what to do if they have concerns about a pupil. Staff pass on the smallest concerns quickly.

Leaders know their pupils well. Parents appreciate that leaders are approachable. Leaders are tireless in seeking the right support for pupils and their families.

Right from the start, pupils learn about people who help them. They know to share worries with a trusted adult. Older pupils say that they feel respected by their peers, but are clear about sharing any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to the teaching of reading is not consistent. Not all pupils get the chance to use the sounds that they know to blend and read words fluently. Leaders should make sure that the teaching of phonics builds precisely and systematically on what pupils know. They should check that the books pupils have to read provide the opportunity to practise blending these sounds to develop fluency.
- Pupils who need extra help receive sensitive support. However, leaders do not make sure that interventions are planned precisely enough to fill the gaps in knowledge these pupils may have. As a result, pupils with special educational needs and/or disabilities (SEND) do not catch up as quickly as they should, and can struggle to keep up. Leaders should ensure that pupils with SEND receive opportunities to fill any gaps they may have in their learning and revisit key knowledge, so that they catch up and keep up.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	122584
Local authority	Nottinghamshire County Council
Inspection number	10200036
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	The governing body
Chair of governing body	Phil Bailey
Headteacher	Katherine Collins
Website	www.beardallfields.org.uk/
Date of previous inspection	12 and 13 December 2017, under section 5 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school and has expanded by over 100 pupils since the previous inspection.
- Nearly half of all staff have joined the school since the last inspection.
- The school offers a breakfast club and an after-school club, which are managed by the governing body.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteacher and other leaders, including the coordinator for special educational needs and/or disabilities.

- Inspectors met with the chair and vice-chair of governors. They spoke to a representative of the local authority.
- They considered a range of documents.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history, art and design. Inspectors met with subject leaders, visited lessons, spoke with teachers, met with pupils and listened to them reading to adults. Inspectors considered curriculum plans and scrutinised samples of pupils' work.
- Inspectors met with groups of pupils. They visited the after-school club and the playgrounds at playtime and lunchtime.
- The single central record was scrutinised as part of the inspection of safeguarding. Inspectors spoke with a range of staff and pupils and considered records which the school keeps.
- Inspectors spoke with parents and carers at the end of the school day. They considered the 59 responses to Ofsted's online survey, Parent View, including the 59 responses to the free-text facility. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Kirsty Norbury	Her Majesty's Inspector
Susan Hughes	Ofsted Inspector

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