

Inspection of a good school: Anthony Bek Community Primary School

Rotherham Road, Pleasley, Mansfield, Nottinghamshire NG19 7PG

Inspection dates: 14 and 15 June 2022

Outcome

Anthony Bek Community Primary School continues to be a good school.

What is it like to attend this school?

Anthony Bek is a welcoming school. Pupils say they enjoy school. They say they feel safe. They know that there is always a member of staff they can speak to if they have worries.

Leaders and staff ensure that pupils are happy and ready to learn. They have high expectations of what all pupils can achieve.

The school has a purposeful, busy atmosphere. Pupils are eager to do their best. They are proud of their achievements. They relish earning rewards, including 'beks' which they put towards treats that staff organise for them. Leaders have established clear routines and positive relationships with pupils. Pupils are polite as they move around the school.

Pupils behave well most of the time. They are confident that staff deal with any poor behaviour promptly. Pupils understand what bullying is. They say that there is no bullying. They understand the importance of following the school rules. The school's values help pupils know the difference between right and wrong.

Parents and carers praise the work of the staff. They say that they find out lots about what their children are learning and would recommend the school. A parent said, 'It's an excellent school.'

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

Leaders have developed an ambitious curriculum for all pupils. Pupils are taught a broad range of subjects. Leaders have identified the most important knowledge that pupils must learn and remember. Pupils can make connections between what they are currently learning and what they already know. A number of subject leaders are new to their roles and have not yet checked the impact of the curriculum on pupils' learning.

Reading is a priority in the school. Staff promote the importance of reading for pleasure and for information. Phonics is taught systematically. Leaders have made sure that there

is a consistent approach across the school. Staff teach phonics well. Children in the early years get off to a good start. They receive daily phonics lessons. Pupils who are at an early stage of reading receive timely help to catch up quickly. Teachers read to pupils every day. Pupils talk enthusiastically about the books and authors they enjoy. This is helping them become fluent and independent readers.

In mathematics, leaders ensure that pupils can build their knowledge and skills over time. Teachers provide opportunities for pupils to recap what they know. This helps pupils secure their learning. Children in the early years build on what they have already learned about number. For example, teachers make sure that children put their knowledge into practice when they are creating tally charts. Pupils enjoy mathematics. They use mathematical vocabulary appropriately to explain their thinking.

In geography, leaders have identified the most important knowledge that pupils must learn and remember in each year group. Teachers plan interesting and creative topics linked to the curriculum. A recent visit to Chatsworth Estate and farm provided pupils with experiences of field work, place knowledge and human and physical geography.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers help pupils to access the curriculum by adapting the way they teach. Leaders provide extra individual or small-group lessons where necessary. Children in the early years enjoy timely adult support. Staff regularly check that this support helps pupils with SEND to achieve well.

Pupils are taught how to stay safe, both mentally and physically. Pupils show respect for each other and celebrate diversity. They learn about a range of religions, beliefs and cultures. Pupils have a clear understanding of equality.

Educational visits help to broaden pupils' understanding of the wider world. For example, pupils attend places of worship. Residential visits are arranged for pupils from Year 1 to Year 6. There are opportunities for pupils to participate in a range of sports clubs. Pupils are enthusiastic 'Crusaders in Education'. They undertake jobs, such as school councillors, peer buddies and classroom monitors to support the smooth running of the school.

Staff appreciate the consideration that leaders and governors give to their workload and welfare. They enjoy working at the school and feel well supported.

Governors know the school well. They work effectively with leaders and with the local authority to support leaders and hold them to account. Governors understand their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. They make sure that staff are well trained. Leaders have clear systems in place to record any concerns about pupil welfare. They follow up these concerns effectively. Leaders work closely with external agencies so that pupils and their

families get the help they need. Governors maintain good oversight of safeguarding arrangements. They check on safeguarding procedures.

Leaders carry out appropriate checks on staff before they are allowed to work at the school. The curriculum provides opportunities for pupils to learn how to identify and respond to risks.

Leaders ensure the curriculum helps pupils learn how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed the curriculum to make sure that it sequences the knowledge and skills that pupils will gain. Some subject leaders are new to their roles. They have not yet had the time or the training to be able to effectively monitor their subjects. They are, therefore, unsure as to how well the curriculum is being implemented and the impact it is having. Leaders should ensure that the subject leaders gain the necessary knowledge and understanding to effectively check the implementation and impact of the curriculum on pupils' ability to know and remember more over time.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 24 and 25 April 2013.

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	112610
Local authority	Derbyshire
Inspection number	10227903
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair of governing body	Michael Gamble
Headteacher	Donna-Marie Johnson
Website	www.anthonybek.com
Date of previous inspection	25 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- Within the last year, a senior teacher has left the school. One new senior teacher has been appointed.

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 with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and the coordinator for the provision for pupils with SEND. She met with governors. The inspector spoke with a representative from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding leads and considered the safeguarding policy, training records and examples of safeguarding concerns.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, including the responses to the free-text service. The inspector also considered the responses to the staff survey.

Inspection team

Liz Moore, lead inspector

Ofsted Inspector

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