

Inspection of a good school: Peafield Lane Academy

Litton Road, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 9PB

Inspection dates:

4 and 5 October 2022

Outcome

Peafield Lane Academy continues to be a good school.

What is it like to attend this school?

Pupils really enjoy coming to this school. They feel part of a big family, and wear their uniforms smartly. Pupils think their teachers set good examples for them.

Peafield Lane Academy is a happy place to learn and grow. Pupils not only feel safe here, but get on well. They say that there is almost no bullying but, if it happens, teachers deal with it quickly and fairly. Breaktimes and lunchtimes are friendly social occasions where pupils play games or chat together. Pupils enjoy the visits to places like Sherwood Forest, where they make dens and explore the countryside. They look forward to clubs such as dance and football.

Pupils like their lessons a lot. They say that teachers want everyone to succeed, and help them to remember the things they are taught, with fun 're-activate' sessions. The school's effective approach to teach reading is a strength. From the very first week in the Reception Year, children begin learning the sounds that letters make.

The education pupils receive across the curriculum continues to be good. As a result, the school's motto is fulfilled. Pupils leave for secondary school 'looking back with pride and forward with confidence'.

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

Senior leaders know that few things build confidence in children more than a sense of accomplishment. Leaders' desire to ensure all pupils achieve their potential has led them to plan an ambitious curriculum. This identifies, from the Nursery Year onwards, what pupils need to learn at different points across different subjects. Lessons are in a logical order, with things repeated enough so that pupils remember them. Nevertheless, work becomes increasingly complex over time.

Children get off to a strong start in the early years, where caring staff settle them in. No time is wasted in teaching children early knowledge and skills, with a focus on language

and communication. A deliberate aim to enlarge pupils' vocabulary is central to the curriculum. Staff continually introduce new words to pupils. Teachers explain to those in Year 1, for example, how working 'systematically' will help them find all the number bonds for 10.

In this inclusive school, staff ensure no pupil misses out. They support pupils with special educational needs and/or disabilities (SEND) well so that they can learn the same things as others, alongside others.

A revised approach for teaching phonics is in its second year, and is proving highly effective. Children practise listening for the different sounds in the Nursery Year, and are ready to begin a sequenced programme in phonics from the start of the Reception Year. They are very keen to show how they can read words such as 'kick' and 'snack'. Any pupils who are not strong readers are helped to catch up, which they do. Pupils become fluent, enthusiastic readers.

Leaders of some foundation subjects are quite new to their role. These leaders have only received recent support in helping them to guide their colleagues. Nevertheless, lessons are well delivered by staff who have sufficient knowledge. Teachers check what pupils know using quizzes and other systems. They use these to adjust what they teach. Pupils say that teachers explain things clearly and will help them if they are unsure.

As a result, pupils learn and remember well. They have a quick recall of number facts and love mathematics. Pupils the inspector met gave correct and instant answers to questions. Those in Year 6, for example, could express 75.75 to the nearest tenth and 0.71 as a fraction. Pupils' secure recall also extends to other subjects such as geography. They can talk about their location, concepts such as erosion, and how a compass and grid references are used.

Lessons run smoothly. The attention of even the youngest children does not wander. Pupils are highly respectful to their teachers, each other, and to visitors. They work hard.

Leaders ensure that provision goes beyond the academic. Pupils learn well about relationships, and how to stay safe, including online. They know some groups of people are often treated unfairly, and say that this is wrong. From a young age they find out about cultures different from their own. Pupils' understanding of British values is exceptional. They understand why concepts such as democracy and individual liberty are precious. Pupils are taught and shown how to be young citizens. They have many opportunities to take responsibility in school.

The staff are a happy team. They believe the school is well led and that senior leaders do all they can to manage staff's workload.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders have worked to ensure that staff are thoroughly trained. Staff understand the signs that a pupil could be being harmed. They know never to assume abuse could not be happening. They also know they must report any concern.

Leaders have procedures in place for managing allegations and for safer recruitment. They keep detailed records and act without delay. This includes working with external agencies, where needed.

Pupils say that if they are ever worried about something, including being harassed by someone, they can speak to a member of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders of some foundation subjects are relatively new to their roles. Although they have received promising initial support, and have begun some monitoring, their knowledge and skills are not yet sufficiently robust. They are not currently able to coach other teachers as effectively as they could. Senior leaders should ensure that these middle leaders receive the guidance and knowledge needed for them to become experts in their roles.

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

This is the first ungraded inspection since we judged the school to be good in November 2016.

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.

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	140637
Local authority	Nottinghamshire County Council
Inspection number	10211605
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
Headteacher	Thomas Daniel (Acting Headteacher)
Website	www.peafieldlaneacademy.co.uk
Date of previous inspection	22 – 24 November 2016, under section 5 of the Education Act 2005

Information about this school

- The acting headteacher and acting deputy headteacher have been in post since September 2021. A new chair of governors has been appointed this term.

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 school leaders and has taken that into account in their evaluation of the school.
- To judge whether the school continues to be good, the inspector focused the inspection on specific subjects of the curriculum. He undertook deep dives in reading, mathematics, and geography. This involved meeting with senior and subject leaders, scrutinising curriculum planning, and visiting lessons where pupils were learning these subjects. He met pupils from the lessons and looked at their work in these subjects. He met with teachers about the curriculum they were delivering. He heard children in different year groups read books. He also spoke to leaders about the curriculum in some other subjects.

- In addition, the inspector met with the coordinator for pupils with SEND. He spoke with members of the multi-academy trust and the local governing body. The inspector read a wide variety of school documents, including the school improvement plan.
- The inspector took note of the responses to Ofsted Parent View and considered the results of the Ofsted staff questionnaire. He met pupils from a wide variety of year groups to ask their views about the school, and what they feel it provides for them.
- In order to judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. The inspector also spoke with staff to check details of their safeguarding knowledge and training, that they understood the importance of their responsibility to report any safeguarding concerns without delay, and if they knew the procedure to do this. The inspector also checked samples of safeguarding records.

Inspection team

Roary Pownall, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
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