

Inspection of a good school: Beeston Rylands Junior School

Trent Road, Beeston, Nottingham, Nottinghamshire NG9 1LJ

Inspection dates:

14 and 15 November 2023

Outcome

Beeston Rylands Junior School continues to be a good school.

What is it like to attend this school?

This is a happy, well-led school at the heart of the local community. Parents have full confidence in the school. As one parent said: 'This is a very caring school, where all the children are nurtured and valued as individuals.'

The school has high expectations for learning and behaviour. Most pupils meet these expectations. Pupils achieve well, particularly in mathematics and reading. They embrace the school's focus on 'responsibility' and 'kindness'. Pupils are friendly and courteous. Most behave well in class and around the school. They know that they can talk to an adult if anything is worrying them. As a result, pupils feel safe and happy in school. Pupils and parents say that the school takes effective action to deal with any bullying.

Relationships are positive and motivating. The school encourages pupils to follow their dreams, nurturing pupils' talents and interests. This applies to the curriculum and to wider school experiences. Special visitors, from storytellers to archaeologists, help to inspire pupils.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Pupils with SEND access the same learning opportunities as their peers. They take part in every aspect of school life. This includes serving in leadership roles.

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

The school has designed an ambitious curriculum that works for all pupils. The school has identified what pupils should learn and when. This helps pupils to secure important knowledge before tackling more complex ideas. Interesting lessons bring the curriculum to life for pupils. For example, Year 6 pupils learn about 'real world' mathematics, such as taxation. In history, pupils ask relevant questions to explore artefacts.

The school makes regular checks on learning. These checks help teachers to pitch lessons at the right level. Pupils, including pupils with SEND, achieve well across a broad range of subjects. They are well prepared for the challenges of the key stage 3 curriculum.

There is a sharp focus on making sure that pupils become accurate and fluent readers. Pupils access high-quality texts that deepen their learning across the curriculum. Pupils enjoy reading. As one pupil said: 'I like getting engrossed in a book!'

Learning in mathematics is also a strength. The school makes sure that pupils' mathematical understanding builds in small steps. This helps pupils build their knowledge and skills over time. Teachers are knowledgeable and enthusiastic. They recap previous learning well. This helps pupils remember what they have learned.

Staff provide effective support to help pupils with SEND achieve well. The school carefully monitors this support to ensure that pupils' needs are being fully met. Parents of pupils with SEND are positive about the help their child receives.

Pupils enjoy their learning experiences beyond the classroom. Most pupils, including pupils with SEND, attend at least one club. These opportunities include, for example, clay creators, drumming and invasion games. Pupils enjoy leadership responsibilities, such as being play leaders and librarians. The school is working to broaden pupils' horizons in different ways. For example, pupils visit local businesses. They explore how their curriculum learning helps in the workplace. The school also hosts an exciting careers fayre. Pupils ask questions of visitors, such as fashion designers, artists and medical professionals, about their world of work. Pupils are respectful of others with different backgrounds. However, pupils' understanding of fundamental British values is not as well developed as it could be.

Most pupils behave well in lessons and throughout the school day. They pay careful attention to their teachers and work well together. Playtimes are usually very happy. However, a very small number of pupils do not behave consistently well. This can impact on the learning of other pupils.

Governors are regular visitors to the school. As a result, they have an accurate picture of the current strengths of the school and a clear vision for future developments.

Staff say that they are proud to work at the school. Staff value the work that leaders have done to support their well-being and workload. They refer to a 'constant sense of being appreciated'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The behaviour of a very small number of pupils falls below the high expectations of the school. This occasionally impacts on the learning of other pupils. The school should ensure that the behaviour policy is implemented consistently by all staff to help all pupils behave well.
- Pupils' understanding of British values is underdeveloped. Some pupils do not remember the British values they have been taught. The school should ensure that all pupils have an age-appropriate depth of understanding of the key British values.

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 second ungraded inspection since we judged the school to be good in April 2014.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122540
Local authority	Nottinghamshire County Council
Inspection number	10298437
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Co-chairs of governing body	Samuel Williams and Lisa Griffiths
Headteacher	Catherine Turner
Website	http://www.beestonrylandsjunior.co.uk
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school currently uses one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the federation deputy headteacher, other leaders, groups of staff and pupils. He also met with governors and with a representative of the local authority.
- The inspector carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. The inspector listened to pupils read to an adult.
- The inspector also spoke to leaders about curriculum development in other subjects.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector spoke to parents in the playground. He also considered the responses to Ofsted Parent View and Ofsted's staff survey.
- The inspector reviewed a range of documentation, including school improvement plans and minutes of governing body meetings.

Inspection team

Martyn Skinner, lead inspector

Ofsted Inspector

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