

# Inspection of Larkfields Junior School

Coronation Road, Nuthall, Nottingham, Nottinghamshire NG16 1EP

---

Inspection dates: 13 and 14 December 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Larkfields Junior School is a caring and inclusive school. The school has high expectations of all pupils. Pupils behave well. They understand and apply the school's 'Take Care' values consistently well. Pupils are happy at school. They enjoy learning. Relationships between staff and pupils are positive.

The school is calm and orderly. Pupils get along well with one another. They are polite and well mannered. Many enjoy playing sports and games together at playtime. Most pupils think that staff are fair when dealing with any behaviour issues. Pupils say that bullying hardly happens. They know staff will deal with any bullying if it did occur.

Pupils feel safe in school. They know how to keep themselves safe when online. The school provides effective support for pupils' well-being. Many pupils go to the school's 'Place2talk' service if they need to talk about any worries they may have.

Pupils embrace having leadership responsibilities in school. Pupils take on roles such as 'take care reps', 'sports crew' and reading ambassadors. The school provides a range of extra-curricular clubs to nurture pupils' talents and interests. For example, many pupils attend chess club, football, 'magical maths' and 'young voices'.

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

The school has designed an ambitious and inclusive curriculum for all pupils. The curriculum is underpinned by the school's six 'key drivers'. These help pupils practise being an independent learner, a creative thinker, a team worker, an effective participator, a self-manager and a reflective learner.

In most subjects, the curriculum is well planned and details what pupils should learn and when. This helps teachers to deliver the curriculum well in most subjects. In a few foundation subjects, the school's curriculum planning is not as precise. This means that pupils do not always successfully build on what they have learned in these subjects over time.

Teachers have good subject knowledge. They present new information clearly. Teachers question pupils well to check their understanding. Teachers select well-considered activities in lessons to support pupils' learning. This means that most pupils are clear about what they are learning and why. For example, in mathematics pupils confidently recall their learning and how it builds on what they have learned previously. In English, pupils' work shows that they understand how to use punctuation and grammar correctly. The quality of pupils' writing is not consistently well developed in all subjects. Pupils do not always get opportunities to develop detailed written responses. This means that some pupils do not develop their writing skills well. As a result, pupils do not always achieve as well in this aspect of their learning.

The school has prioritised reading. Pupils read at the start of each day and have regular reading lessons. Teachers also read stories to pupils every day. This helps most pupils to develop a love of reading. The school supports pupils who are at the early stage of learning to read well. These pupils receive daily support from well-trained staff. As a result, they quickly and successfully develop fluency and confidence in reading.

The school ensures that pupils with special educational needs and/or disabilities (SEND) get the help they need. All staff have the information they need to help these pupils. Teachers adapt learning activities well so that these pupils access the same curriculum as their peers. This means that pupils with SEND learn successfully alongside other pupils.

Pupils behave well in lessons. Staff regularly reward pupils for 'doing the right thing'. The school works well with pupils who need extra support to manage their behaviour. This work helps these pupils to develop positive attitudes to learning.

The school has planned well for pupils' personal development. Pupils learn about healthy eating, different types of relationships and how to look after their mental health and well-being. They learn about different religious beliefs and cultures. Pupils understand the importance of fundamental British values, including tolerance and respect for others. Pupils get high-quality pastoral care.

Staff enjoy working at the school. They feel well supported. Governors know the school well. They actively support the school so that it continues to build on its strengths.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few foundation subjects, the school has not yet precisely identified the important knowledge that pupils need to learn and remember. This means that pupils do not always build on what they have learned and develop their knowledge well over time in these subjects. The school needs to ensure that all subjects clearly identify the knowledge that pupils should learn and when.
- The quality of pupils' writing is not consistently well developed in all subjects. Pupils do not always get opportunities to develop detailed written responses. This means some pupils do not develop their writing skills well. As a result, some pupils do not always achieve as well in this aspect of their learning. The school should ensure that pupils get opportunities to develop detailed written responses so that they can develop their writing skills.

## 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 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

<b>Unique reference number</b>	122575
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10298439
<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Robert Terry
<b>Headteacher</b>	Jessica Scott
<b>Website</b>	<a href="http://www.larkfields-jun.notts.sch.uk">www.larkfields-jun.notts.sch.uk</a>
<b>Date of previous inspection</b>	6 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

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

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors met with the headteacher and the deputy headteacher.

- Inspectors carried out deep dives in these subjects: reading, mathematics, English and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects, including computing, physical education and science.
- Inspectors visited registration and assembly.
- Inspectors met formally and informally with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's survey for staff.
- The lead inspector held a telephone conversation with the representative of the local authority.
- The lead inspector met with members of the school's governing body, including the chair.

### **Inspection team**

Paul Halcro, lead inspector	His Majesty's Inspector
Steve Tague	Ofsted Inspector
Martyn Skinner	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024