

Inspection of a good school: Beeston Fields Primary School and Nursery

Boundary Road, Beeston, Nottingham, Nottinghamshire NG9 2RG

Inspection dates:

19 and 20 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Angela Huthart. This school is part of Flying High Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Beeston Fields is an inclusive school where pupils feel safe and happy. They can attend a very wide range of activities, such as the debating club, boxing club and chess club. They make a positive contribution to environmental issues. Pupils are proud to sit on the school council or to represent the school at the trust's 'Children's Parliament'.

All pupils, including those with special educational needs and/or disabilities (SEND), are challenged and supported to achieve highly. Pupils are immersed in an exciting curriculum. 'The Big Question' concept within subjects takes pupils on a journey of discovery and challenge and to an end point where they can show what they have learned.

With over 30 different languages spoken, the school is proudly multicultural. Pupils value their diverse community, which they see as a real strength of the school. They celebrate people from all different backgrounds.

Staff use effective behaviour management strategies very well. They are mindful of different pupils' needs. Very strong pastoral support is in place for those pupils who exhibit the greatest need. Pupils are polite and kind. They say that there is no bullying. Pupils are confident that, should bullying occur, it will be sorted out quickly by staff. Parents and carers speak very highly of the school.

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

The school has a highly ambitious curriculum for all pupils, including those with SEND. Challenging goals have been broken down into great detail, providing smaller steps of learning that build sequentially over time. Teachers use their assessment information very well to plan lessons that build on what pupils already know and can do. Classroom-based learning is reinforced through a range of additional experiences. Pupils benefit from visits to places of interest that are closely tied to what they study in lessons. Teaching staff have expert subject knowledge. They communicate their knowledge clearly and model tasks carefully. Pupils remember what they have learned and explain their ideas with confidence. Their excellent behaviour and attitudes to learning mean that pupils across the school achieve well.

The support for pupils with SEND, including some pupils who have a high level of need, is exemplary. Staff are very well trained. They are ambitious for all pupils. They make adaptations to the curriculum where necessary, while still ensuring that all pupils can aim high and achieve well.

In the early years, children are provided for very well. The environment is stimulating and caters well for all the areas of learning. Teachers carefully plan activities that encourage children to practise their phonics and early number knowledge and skills. Routines and high expectations mean that children have a solid foundation to build on as they start school. Curriculum thinking is thorough. The school ensures that the children are well prepared for the subjects they will study in Year 1. Staff know the children well. They expertly combine broader curriculum learning with children's individual needs and interests. Activities match children's needs precisely.

Learning to read is a priority. Teachers follow a phonics teaching sequence. Staff successfully support pupils with SEND and those pupils who are new to speaking English. Pupils learn to read words before moving on to develop fluency and comprehension. The books that pupils read match the sounds that they know. Pupils read books with accuracy and growing fluency. Children in the Nursery Year develop skills in communication and language. Learning to read starts at the beginning of Reception. Children who struggle are identified quickly. Staff provide extra practise to help these children catch up. Pupils have a love of reading. They particularly enjoy listening to their teachers read to the class.

Provision for pupils' wider development is a strength of the school. Leaders are passionate about providing pupils with a rich programme of developmental experiences. They nurture pupils' individual talents through a wide club offer. Pupils can also work within the local community, raising money for charities and supporting the local food bank. Pupils talk enthusiastically about the 'empower' pastoral initiative, providing them with opportunities to participate in an allotment project or to contribute to a local refugee forum. The school promotes pupils' understanding of British values, such as respect and democracy. Pupils know what these mean and how to demonstrate them, which they do through the many opportunities that the school provides.

Trustees and governors understand their statutory duties well. They fulfil their responsibilities diligently. They use their detailed knowledge and challenge very well. Staff appreciate leaders' consideration of their well-being. They value the support given to their professional development. Morale is high. Staff hold leaders in very high regard.

Safeguarding

The arrangements for safeguarding are effective.

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 May 2018 .

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	142070
Local authority	Nottinghamshire County Council
Inspection number	10298506
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of trust	Chris Wheatley
Headteacher	Angela Huthart
Website	www.beestonfields.notts.sch.uk
Dates of previous inspection	16 and 17 May 2018, under section 5 of the Education Act 2005.

Information about this school

- The school is part of Flying High Trust.
- The school does not make use of any alternative provision.

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 their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and reviewed samples of pupils' work.
- The inspector listened to some pupils read to a familiar adult.

- The inspector checked pupils' work, reviewed curriculum plans and spoke with pupils and leaders for several other subjects.
- The inspector met with leaders responsible for behaviour, attendance, personal development and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record, sampled recruitment files; 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 spoke with parents at the start of the school day.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. The inspector met with members of the local governing body and the trust board.
- The inspector met with the director of quality assurance and school improvement and the CEO of the trust.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments, as well as the results of Ofsted's survey for school staff.

Inspection team

Liz Moore, lead inspector

Ofsted Inspector

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