

Inspection of Bighton Nursery Infant School

School Road, Bighton, Sheffield, South Yorkshire S20 1EG

Inspection dates: 6 and 7 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils feel proud to attend Beighton Nursery Infant School. They are happy and enjoy their learning. The school is successful in its aim to inspire happy, healthy and successful lives. Most pupils achieve well. Since the previous inspection, the school has strengthened the curriculum and further prioritised reading. The school strives to ensure that pupils quickly become competent, fluent readers.

The school's 'Bee Rules' set the standard for behaviour. Pupils behave well in lessons and try hard to complete their work. Pupils are polite, well-mannered and respectful. Pupils are kind to each other. Pupils say that bullying is rare and that when it does happen, adults sort it out quickly. Pupils feel safe and have trusted adults whom they can talk to. There is a high level of care and respect between pupils and staff.

The school offers several extra-curricular activities, including arts and crafts, gymnastics and mini geographers. Pupils can effect change in the school through leadership opportunities such as being school councillors and healthy mind champions. Pupils know how to lead healthy lifestyles, as they learn about physical and mental health. Pupils can discuss a range of cultures and traditions different from their own. They understand the importance of respect and acceptance.

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

The school's curriculum is ambitious and designed to meet the needs of all pupils. It builds in a logical order from pupils' earliest starting points. The school has thought carefully about what it wants pupils to know. It has created repeated opportunities for pupils to revisit their learning. This helps them to remember significant ideas and skills, such as how to apply sketching skills in art. The curriculum is taught well. This is because staff are trained in how to lead subjects and how to develop teachers' subject and teaching knowledge. Staff systematically teach pupils new vocabulary. This increases in ambition over time.

Pupils get off to a rapid start in reading. Phonics is taught well. Effective support enables pupils who find reading difficult, or who have fallen behind, to catch up quickly. Reading books are well matched to pupils' phonics knowledge. Pupils begin to learn spelling and letter formation in phonics lessons. The school uses assessment well to ensure inaccuracies in early writing are ironed out quickly. However, the Year 2 curriculum for English does not build progressively enough from the phonics programme of study. Teachers do not support pupils to continue to gain early writing knowledge and develop their reading fluency. As a result, some pupils do not achieve as well as they should in reading and writing.

The school has a clear understanding of the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND thrive in this school. The school identifies pupils with potential educational needs quickly. The school adapts teaching and resources to support pupils. All pupils access the intended learning.

The school has designed a highly ambitious early years curriculum. This means that children are well prepared for their next stage. Children benefit from high-quality interactions with adults. In the early years, children learn in a highly stimulating environment. The curriculum is brought to life inside and outside the classroom. Children are able to learn creatively and independently. For example, they make animal enclosures and act as a zookeeper to act out previous learning. Children can explain their ideas and apply new vocabulary to their role play and discussions with peers. As a result of systematic assessment, all children flourish and make rapid progress.

The school has a meticulous approach to monitoring attendance and absences. As a result of the action taken by leaders, the school has significantly improved attendance. Where there are instances of low attendance, the school can show swift improvement from the support given to families.

The school has high expectations for pupils' behaviour and conduct, and this is generally effective. Pupils who need extra support to manage their behaviour receive the help they need to be successful. However, there are some parts of the day, such as social times, where expectations are not clear enough for staff and pupils. As a result, staff do not consistently reinforce the routines that leaders set. This can lead to a small minority of pupils showing low-level, inappropriate behaviour.

Governors use their skills and experience to provide effective challenge and support. They are strategic and ambitious about the development of the school. They are often in school and spend time learning about the curriculum from subject leaders. Staff know that leaders have their best interests at heart. As a result, staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The English curriculum does not build effectively enough from the school's phonics programme. This means that there are not enough opportunities to build on pupils' early writing skills. Inaccuracies in pupils' letter formation and good handwriting habits are not acted on quickly. Some pupils do not have enough opportunity to develop reading fluency. The school needs to develop the English curriculum so that it builds progressively and systematically from Year 1.
- A small minority of pupils do not consistently follow routines and show the behaviour expected of them outside of lessons. This is because staff do not consistently apply the behaviour policy. This can sometimes result in low-level behaviours during unstructured times. The school should ensure it teaches pupils and staff its expectations for all aspects of the school day.

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	107036
Local authority	Sheffield
Inspection number	10340027
Type of school	Nursery and infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair of governing body	Liam Murray
Headteacher	Helena Reid
Website	www.beighton.sheffield.sch.uk/
Date of previous inspection	8 March 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- This is a larger-than-average nursery and infant school.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with representatives from the governing body and from Learn Sheffield.
- Inspectors held meetings with the headteacher and other leaders and staff.

- The inspectors considered the views of parents through the responses to Ofsted’s online questionnaire for parents, Ofsted Parent View, including free-text comments.
- The inspectors considered the views of staff through their responses to Ofsted’s online survey for staff.
- Inspectors considered information on pupils’ behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. 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.
- The inspectors also listened to pupils read and discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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.

Inspection team

Becky Austwick, lead inspector	Ofsted Inspector
Lee Swift	Ofsted Inspector
Vicky Oddy	Ofsted Inspector

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