



Beardall Street Primary and Nursery School

Inspection Report

Unique Reference Number 122584
Local Authority NOTTINGHAMSHIRE
Inspection number 292445
Inspection dates 7–8 February 2007
Reporting inspector Gill Broadbent

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Beardall Street
School category	Community		Hucknall, Nottingham
Age range of pupils	3–11		Nottinghamshire NG15 7JU
Gender of pupils	Mixed	Telephone number	0115 9568285
Number on roll (school)	246	Fax number	0115 9568286
Appropriate authority	The governing body	Chair	Mr K Hollingsworth
		Headteacher	Mr P Hallsworth
Date of previous school inspection	19 November 2001		

Age group	Inspection dates	Inspection number
3–11	7–8 February 2007	292445

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average sized, popular school serves a mixed area in a small town. The majority of pupils come from White British backgrounds. The proportions of pupils entitled to free school meals or who have learning difficulties or disabilities are above average. The majority of children enter the Nursery with skills below those expected nationally. They are taught on a part-time basis before they enter the Reception Class in September or January before their fifth birthday.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education although it judged itself to be good. However, the school is right in identifying that it has no significant weaknesses and some strengths, which are appreciated by the vast majority of parents and pupils who enjoy their learning. Parents are rightly pleased with the good care the school takes of their children. They like the vast range of after school clubs and activities it provides that helps their children to develop good personal skills and a healthy lifestyle. Most pupils behave well and the school does all that it can to encourage regular attendance.

The quality of teaching and learning are satisfactory in Years 1 to 6. There are some examples of good teaching throughout the school. All pupils make steady progress to reach satisfactory standards overall at the end of Years 2 and 6, which prepares them soundly for their future lives. However, standards achieved in English and science are better than in mathematics which is slightly below average. This is partly because pupils do not consistently know their targets, how well they are progressing and what they need to do to reach the next level. Where learning is good, teachers plan to use practical situations in science and other subjects to develop pupils' basic skills, although they use these opportunities more effectively for literacy than for numeracy development. In the Foundation Stage, the quality of provision is consistently good so that all children make good progress. They enter Year 1 with the skills expected for their age and some children do better than this.

Leadership and management of the school are satisfactory. The newly appointed headteacher has swiftly gained the support of staff and governors to identify accurately the school's strengths and areas to improve although their view of the school's overall effectiveness was generous. They are united in their vision to build upon the school's strengths and improve it further. They have sought the views of parents and pupils through questionnaires and responded positively to them. A steady fall in mathematical achievement has been halted and staff are rightly focusing on improving the consistency of the quality of teaching. Teachers have new roles and subject responsibilities and have begun to check standards and the quality of teaching and learning. They have yet to contribute their good subject expertise and enthusiasm consistently to identify and plan further school improvements that raise pupils' satisfactory achievement. The governing body ensures that the school meets all statutory requirements and provides appropriate challenge and support to help the school improve. Satisfactory improvements have been made since the last inspection and, with early signs of further improvement, the school has demonstrated a satisfactory capacity to improve further. It provides satisfactory value for money.

What the school should do to improve further

- Raise achievement especially in mathematics by ensuring that the quality of teaching and learning are consistently good or better.

- Set and share accurate targets for future development with pupils and their parents and help pupils achieve these by providing consistently effective guidance and support.
- Develop the leadership skills of teachers with subject management responsibilities to enable them to contribute consistently and more effectively to school development.

Achievement and standards

Grade: 3

Children enter the Nursery with skills that are below those expected nationally. They make good progress so that they enter Year 1 with the skills expected for their age. At the end of Year 2, pupils have average skills in reading, writing and mathematics. Standards are broadly average at the end of Year 6 in English and science. In national tests and teacher assessments, the gap between the achievement of boys and girls in English has narrowed and is less than the gap nationally. Standards in mathematics are slightly below average and have fallen consistently since 2004 when they were well above average. Recent actions taken have stopped this decline. Girls do not achieve as well as boys in mathematics although the national picture is one of equal achievement. The school is investigating the reasons for this and seeking ways to close the gap effectively. It has already sought pupils' views and is taking them into account as staff make changes to the work planned.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school and are well behaved. There are some instances of falling out but there is little bullying and any incidents are dealt with effectively. A few pupils who have behaviour or emotional difficulties receive good support through the work of support staff so that they and their classmates can work in a harmonious atmosphere. Pupils learn how to keep themselves healthy and safe through the Healthy Eating programme and by taking advantage of the good variety of physical activities that are offered.

Pupils' spiritual, moral, social and cultural development is good. Pupils develop positive attitudes and learn to respect different cultural traditions, religions and beliefs. They respond well to very effective assemblies, religious education and a good personal, social and health education programme of work. Pupils are involved with the local community through links with local churches, carol singing at the local residential homes and through residential educational visits. They make a good contribution to the community by means of the School Council and their training to act as 'playground pals', looking after younger pupils at playtimes. Awards for good team work and average standards in basic skills prepare them soundly for their future lives.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching and learning is satisfactory, with pockets of good practice throughout the school. In the best lessons, teachers have secure subject knowledge and bring learning alive through practical, fun based activities that capture pupils' interest. Work is well explained, and searching questions ensure success. Teaching assistants make a positive contribution, enabling pupils with learning difficulties or disabilities, in particular, to make as much progress as other pupils. Children in the Foundation Stage achieve well because learning is fun, activities are purposeful and staff work together as a team.

However, while things are satisfactory there are some inconsistencies which prevent teaching and learning from being good overall. Planning varies in quality and expectations are not always high enough. Literacy is better taught than numeracy. In some lessons, the inappropriate behaviour of a small minority slows progress. Teachers are starting to use assessment with greater precision, but further work remains to be done in setting pupils' targets and guiding them to achieve them. Marking varies in quality. The best is quick to recognise success and point the way to further improvement.

Curriculum and other activities

Grade: 3

The school offers a satisfactory curriculum. Weaknesses in information and communication technology (ICT) and design and technology found at the time of the previous inspection have been fully addressed. In the Foundation Stage, the right balance of group and independent activities gives children a good start. The school's focus on promoting physical activity and healthy eating, through achievements such as the Healthy Schools' Gold award, successfully overcomes the limitations of the building and gives pupils a sound understanding of how to keep healthy. All age groups gain much enjoyment from activities such as 'Science Day' and a wealth of school clubs. Visits and visitors, such as the school chaplain, effectively promote learning through enjoyment. However, work to ensure a more exciting and creative whole school curriculum is still at an early stage.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school takes pupils' safety and well-being very seriously. As one parent commented, 'Staff go out of their way to speak to parents regarding any concerns.' There are very secure procedures for safeguarding children which meet current guidelines. Good relationships enable successful learning and adults present very good role models. Staff know what to do if they have concerns and pupils know they can confide in a trusted adult. The school has taken effective

steps to help individual pupils through good quality additional support. The whole school community has benefited. Arrangements for supporting pupils' academic development are satisfactory. Some inconsistencies in the use of assessment information have yet to be ironed out. Currently, not all pupils have targets for future development and many do not have a clear enough understanding of what they need to do to improve or whether they are making enough progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The new headteacher appointed in April 2006 has established and shared his vision for the school's development effectively with staff and governors. He has led them successfully to identify accurately the strengths of the school and the most important things to improve. Consequently, the school has already stemmed the fall in standards in mathematics by improving the way it checks individual pupils' progress from Nursery to Year 6. It has also begun to focus on improving the quality of teaching and learning and the curriculum.

The governing body knows the school well and provides secure, informed support and challenge. The school has taken good account of recent national initiatives to reorganise the work of staff so that they are well placed to develop their leadership skills. More work is required to share good practice and develop greater consistency amongst staff in order to improve pupils' achievement, especially in mathematics.

The school's overall effectiveness is satisfactory rather than good as the school thought. The planned improvement initiatives are the right ones to have the potential to take the school forward. But as the school knows, although there are signs of satisfactory improvements, initiatives have not yet been implemented consistently to see their full impact on pupils' achievement. However, based on the improvements made since the last inspection and those made more recently, they have a satisfactory capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

9 February 2007

Dear Pupils

Beardall Street Primary School, Beardall Street, Hucknall, Nottingham, Nottinghamshire, NG15 7JU

Thank you very much for welcoming us to your school when we visited it recently. You were very helpful during the two days and told us all about your school and how much you enjoy learning. These are some of the most important things that we found and some things that could be even better:

Your school is a satisfactory school that does some things well. Staff, governors, parents and pupils work happily together. They care for you, help you and look after you well, helping you to become mature young people who show kindness and consideration for others. Your behaviour is good and the younger pupils enjoy you looking after or helping them. You develop healthy lifestyles by taking part in all the many activities provided and by eating healthily. The youngest children do well and reach the standards expected for their age. In Years 6 and 2 you all make sound progress and achieve satisfactory standards in English and science but you don't do quite as well in mathematics.

Teaching is satisfactory. Sometimes it is good when teachers plan lessons that are really interesting and help you to reach the targets they set you. So the school will,

- Make sure that teaching and learning are good or better all the time, especially in mathematics.
- Set targets for your future development, share them with you and your parents and help you to reach them.
- Help teachers to use their skills to improve the school even more.

We hope that you continue to enjoy your learning at Beardall Street.

Mrs Gill Broadbent

Lead Inspector