

# Beardall Street Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122584
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340176
<b>Inspection dates</b>	22–23 April 2010
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Hollingworth
<b>Headteacher</b>	Peter Hallsworth
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Beardall Street Hucknall Nottinghamshire
<b>Telephone number</b>	01159 568285
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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons. All teachers were seen teaching, most of them twice. Inspectors held meetings with pupils, staff and governors. They observed the school's work, and looked at many examples of pupils' books, the school improvement plan, monitoring records, minutes of governing body meetings and reports from the School Improvement Partner. Responses from 57 parents and carers to the Ofsted questionnaire were analysed and considered, along with responses from staff, and from pupils in Years 3, 4, 5 and 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the progress currently being made by higher attaining pupils, and girls, has improved since 2009, in order to determine whether teaching offers sufficient challenge to all pupils, particularly in Years 3 to 6
- whether the significant fall in standards at the end of Key Stage 2 in 2009 is likely, or not, to be replicated in 2010
- ascertaining if leaders and managers have a realistic view of the strengths and weaknesses of the school, and determine if they have enough capacity to move the school forward.

## Information about the school

This average size school serves an area close to the centre of Hucknall. The proportion of pupils eligible for free school meals is broadly average. The proportion of pupils from minority ethnic groups is below average, and almost all speak English as their main language. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs is broadly average. The school holds the intermediate International Schools Award and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has clear strengths in the Early Years Foundation Stage, in the care, guidance and support it gives to pupils, and in the curriculum it provides. Together these three aspects ensure that pupils' spiritual, moral, social and cultural development is good. Pupils are polite, mutually supportive, considerate and tolerant. They quickly develop good attitudes to learning, and can be trusted to take on responsibilities, which they carry out with sensible enthusiasm. A clear spirit of respect, patience and happiness pervades the school.

Pupils' academic achievement is satisfactory. There is clear evidence of at least satisfactory learning in pupils' books, and in the overall satisfactory quality of teaching seen in lessons. The school's reliable and accurate tracking system indicates that attainment is rising, especially at the higher Level 5 in English, mathematics and science. Some pupils, particularly in Years 5 and 6 and in the Nursery class are making good progress. Progress is satisfactory in Years 1, 2, 3 and 4.

Pupils behave well around the school and in lessons, playing and working together in harmony with no trace of discrimination. They have good attitudes to learning, and when teaching is dynamic, it ensures that they make good progress.

Some teaching is outstanding, and helps pupils to make rapid progress, but too much is satisfactory. Pupils say 'we could work harder' in lessons where teachers do not drive learning forward with enough pace. Whilst teachers mark pupils' work regularly, and celebrate good efforts, they rarely indicate with sufficient clarity or precision what pupils need to do next to improve.

The school's engagement with parents and carers is good, and this is reflected in their positive response to the Ofsted questionnaire, and in the strong sense of 'Beardall identity' within and around the school. Staff morale is high, and the school has successfully implemented a curriculum which links subjects together well, and which pupils say 'makes learning things fun'. However, leaders at all levels, from governors and senior leaders to class teachers, have not been rigorous enough in checking how much pupils are actually learning in lessons. This has prevented the school from improving as rapidly as it could have done. For these reasons, the school's capacity for making further improvement is satisfactory.

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

- Raise standards and improve achievement in English, mathematics and science by:
  - setting short, sharp and challenging tasks which keep pupils actively engaged in

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learning to ensure that all lessons move forward at the same pace as the best ones

- providing pupils with clear and explicit guidance when marking their work on what they have to do to next in order to improve.
- Ensure that leaders at all levels check much more closely on the pace of learning going on in lessons, to ensure that pupils make more effective use of their time and so make better progress.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy coming to school because they have good friends and they like lessons when 'teachers make us think for ourselves'. Their personal development is good. From an early age, pupils quickly adopt the strong values the school holds. They are considerate of each other, polite and well mannered. They help to make the school the calm and welcoming place it is. By the time they enter Year 1, pupils' standards in writing and mathematics are broadly average. Their standards in reading remain below average. Through to the end of Key Stage 1 pupils' academic progress is satisfactory. In Key Stage 2, pupils' progress is uneven but satisfactory overall. Inspection observations of lessons and pupils' work in their books show that some pupils, particularly in Years 5 and 6 make good progress. This is because challenging teaching, and more informative marking encourages, encourages quicker learning. No group of pupils underachieves, including those with special educational needs and/or disabilities, higher attaining pupils, and girls. Pupils from minority ethnic backgrounds make the same progress as their classmates.

Pupils say that they feel safe and are confident that they could get help should the need arise. They are insistent that there is no bullying 'because we all get on with each other'. Their behaviour is good, especially in lessons where their patience is tested. They listen carefully and show positive attitudes to learning. They know the effects of exercise on the body, and the value of eating a balanced diet. They speak confidently about avoiding the dangers they may encounter. Pupils' willingness to take on responsibility, and their awareness of the wider community, is typified by their work on the school council, in their work as playground pals, and in their growing links with a school in Poland. Though they have strongly positive personal attributes of tolerance, respect, patience and 'doing what is right', their broadly average attainment indicates that they are satisfactorily prepared for the next stage of their education. Attendance is broadly average.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

All lessons are characterised by good relationships between teachers and pupils. Classrooms are attractive and well resourced with a wide range of materials and equipment, including good resources for information and communication technology. Teaching assistants give good support for learning. The very best lessons are planned in detail to provide tasks which meet the different learning needs of every pupil. In these lessons, pupils are expected to work independently, stretching themselves and their friends as they think things through. These lessons move forward rapidly, and pupils make good or better progress. In some other lessons, teachers do not press learning forward quickly enough. Though tasks are well matched to pupils' learning needs, the expectations of how much will be done, and how quickly, are too low. Inevitably, the rate of learning slows. This is particularly the case in Years 1 to 4. The marking of pupils' work is regular and celebratory, but does not give sufficient guidance to pupils about what they need to do to improve.

The curriculum goes beyond the statutory requirements and allows pupils to practise and apply the skills they have learned in one area, across a range of subjects. Good cross-curricular provision, including a wide range of visits and visitors, together with sport, cultural and other activities such as imaginatively operating the school's own radio station, enriches pupils' experiences and widens their horizons. These have a particularly strong impact on pupils' spiritual, moral, social and cultural development, and knowledge of issues related to health and safety.

The school's arrangements for the care, guidance and support of pupils are good. Staff know the pupils, and their parents and carers, well. Pastoral records in the school's

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assessment systems are up to date and accurate. These allow adults in school quickly to identify when pupils are experiencing difficulties and to take prompt and sensitive actions to help. Parents and carers appreciate this, as several noted in their responses to the Ofsted questionnaire. Good links with outside professional and other agencies ensure that the school is able to access support quickly when it is needed. Close and growing links with partner schools ensure that transitions are easily accomplished.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has created a strong, shared team spirit within the school and within its local community, where families from different backgrounds and cultures get on well together. This is a harmonious and happy place, where pupils readily recognise, accept and celebrate diversity. This shows the good impact of the school's work to promote community cohesion. Staff work successfully and relentlessly to ensure that all pupils have equal opportunities and discrimination is eliminated. Because promoting pupils' individual interests is at the core of all its work, the school takes its responsibilities for child protection and safeguarding very seriously, and is vigilant in ensuring the safety and well-being of its pupils.

The monitoring of teaching and learning is regular, but there is insufficient focus by leaders at all levels on the progress pupils make. The partnerships the school has with parents and carers are good, particularly in pastoral matters, but more still remains to be done in raising aspiration and ambition for learning. Governance is satisfactory. Governors are fully committed to supporting the school, but they do not hold the school sufficiently to account for its results. The school gives satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The starting points for children in the Nursery are lower than expected for their age in all areas of communication, particularly in the key area of early reading, and in their knowledge of numbers. However, they get off to a good start and make good progress in these areas as well as in their personal development in both Nursery and Reception. Provision is good, and children are able to engage in a wide range of learning activities despite the restrictions imposed by very old buildings. They make their own choices about where they want to learn. Welfare arrangements are good, and effective links with families ensure that children settle in rapidly. Adults are patient and supportive, and provide good role models from which children learn to play and work, to behave well, and to get on with each other, whatever their backgrounds. Their personal, social and emotional development is good. The habits learned in Nursery and Reception classes are sustained well, and provide a very stable foundation for good relationships between adults and pupils throughout the school.

Leadership and management are good. Adults have a clear understanding of what children know and can do. They work with a strong focus on widening children's vocabulary, and raising their confidence with number skills. The use of modern electronic equipment to record instantaneously and give feedback to the very youngest children plays a significant role in building these skills and ensuring that children enjoy learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers



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Fifty-seven parents and carers returned the Ofsted questionnaires. They were unanimous that the school keeps them informed about their child's progress well. The very large majority were happy with the work of the school. A very small number of parents and carers indicated some concerns about pupils' safety, but did not make any specific comments. Inspectors looked closely at this, but could find no evidence to support the concerns. A few parents and carers disagree that unacceptable behaviour was tackled effectively. Inspectors observed only good behaviour around the school at breaks and lunchtimes. They therefore asked several pupils if they felt threatened or unsafe. The pupils were unanimous that poor behaviour was quickly and fairly stopped, and they did not feel that it caused any learning time to be lost.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beardall Street Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	60	21	37	2	4	0	0
The school keeps my child safe	35	61	19	33	3	5	0	0
The school informs me about my child's progress	28	49	29	51	0	0	0	0
My child is making enough progress at this school	31	54	23	40	3	5	0	0
The teaching is good at this school	32	56	22	39	1	2	0	0
The school helps me to support my child's learning	32	56	21	37	4	7	0	0
The school helps my child to have a healthy lifestyle	28	49	28	49	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	40	24	42	3	5	2	4
The school meets my child's particular needs	27	47	27	47	2	4	0	0
The school deals effectively with unacceptable behaviour	25	44	23	40	7	12	1	2
The school takes account of my suggestions and concerns	21	37	32	56	2	4	0	0
The school is led and managed effectively	29	51	27	47	1	2	0	0
Overall, I am happy with my child's experience at this school	33	58	22	39	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 April 2010

Dear Pupils

Inspection of Beardall Street Primary and Nursery School, Hucknall NG15 7JU

Thank you for making us so welcome when we inspected your school recently. We were impressed with your politeness, good manners and the considerate way in which you help each other. We particularly appreciated your good behaviour and positive attitudes to learning in lessons.

We found that Beardall is a satisfactory school, with definite strengths in the Early Years Foundation Stage (that's Nursery and Reception), in the way it looks after you and keeps you all safe and happy, and in providing interesting things for you to learn about. All these help you to become sensible young citizens, ready to move on to the next stage of your education when you leave Year 6.

However, we found that the school could do some things better than it does at present. So I have asked the adults who lead, manage and teach in the school to do the following things to help you to make better progress:

Ensure that teachers increase how much you learn in lessons by telling you clearly what you have to next to improve, and by setting work which really stretches you, making sure that none of you are set work which is too easy.

Ensure that those adults who are in charge of different parts of the school check closely that you are busy learning and making progress in lessons, and if they find that you are not being kept working hard and learning quickly, that they do something about it.

You can help your school to get better by coming to school even more than you do now, and by continuing to be the hard working, happy, and mature young people you already are, who enjoy being in school and find learning interesting and exciting.

Good luck to you all for the future.

Yours sincerely

Terry McDermott

Lead inspector

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