

Anthony Bek Community Primary School

Address: Rotherham Road, Pleasley, Mansfield, Nottinghamshire, NG19 7PG

Unique reference number (URN): 112610

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very well across the curriculum. From their starting points, they develop secure knowledge and skills, particularly in reading, writing and mathematics, and are prepared very well for the next stage of their education.

Pupils build strong foundations in early reading. Children learn phonics in a structured way and apply this knowledge in their reading and writing. Pupils who need extra support receive targeted help so that they can catch up.

Across subjects, pupils build on prior learning and develop their understanding over time. Work in books shows clear progression, with improving accuracy and confidence as pupils move through the curriculum.

Published outcomes, such as national tests, do not always reflect fully the progress that pupils make. Some pupils join the school with particularly low starting points, especially in communication and language. Over time, they make secure progress from these starting points, even when this is not yet reflected in national measures.

Pupils with special educational needs and/or disabilities, and those who are disadvantaged, achieve well from their starting points. Close support enables them to overcome barriers and take part in the full curriculum.

Attendance and behaviour

Strong standard ●

Leaders give a high priority to improving attendance. They have established clear systems to monitor it closely. They analyse patterns carefully and identify pupils who need extra support early. Staff work effectively with families to understand and overcome barriers to attendance. This includes providing practical support and making reasonable adjustments when needed. Leaders know their community well and respond thoughtfully to individual circumstances. As a result, attendance has improved over time, including for pupils who were previously persistently absent. Most pupils attend often and understand the importance of being in school. They settle quickly into routines at the start of the day, which supports their readiness to learn.

Pupils behave well in lessons and around the school. They understand expectations and follow routines consistently. This helps to create a calm and orderly environment. In lessons, pupils listen carefully, take part in activities and work well with others. Relationships between pupils and staff are respectful and supportive, contributing to a positive atmosphere across the school. Pupils say that bullying is rare and that staff deal with any issues quickly and effectively. Pupils are confident that adults will help them if problems arise. The school's inclusive approach ensures that pupils who need additional support are helped to manage their behaviour and stay engaged with their learning.

Leaders have designed an ambitious curriculum that sets out clearly what pupils should learn from the early years onwards. They prioritise reading, writing and mathematics so that pupils can access learning across the wider curriculum. Leaders review the curriculum often to ensure that it remains effective and meets pupils' needs. A structured approach to early reading helps pupils to learn phonics systematically and apply this knowledge to their reading and writing.

The curriculum is sequenced carefully so that pupils build their knowledge over time. Staff plan lessons carefully, providing opportunities to revisit and extend prior learning. Across subjects, this helps pupils to remember what they have learned.

Effective teaching allows pupils to engage fully with learning. Teachers explain new ideas very clearly and use questioning skilfully to check understanding. Pupils respond enthusiastically, participate actively and show positive attitudes to their learning. Clear routines ensure that lessons are calm and learning time is used well. Teachers adapt their teaching to meet the needs of different pupils. This enables pupils with special educational needs and/or disabilities, and those who need extra support, to access the same curriculum as their peers.

Assessment is used consistently well to identify gaps in pupils' knowledge and guide teaching. This helps teachers resolve misconceptions and check that pupils' knowledge is secure before moving on. As a result, pupils build and deepen their knowledge and skills very effectively over time. They achieve very well across the curriculum.

Early years

Strong standard 

Children make an excellent start to their education in this high-quality early years provision. Staff understand children's starting points well and use this to shape a curriculum that supports the development of key early skills, particularly in communication and language.

The curriculum is structured carefully and helps children to build confidence, independence and positive learning behaviours. Staff use assessment effectively to identify children's needs and plan activities that support their next steps. Provision is reviewed often to ensure that it continues to meet the needs of the cohort.

Teaching in the early years provision is effective. Staff interact warmly with children, using questioning and modelling to develop language and extend learning. Staff encourage children to use new vocabulary in different contexts and support sustained talk during play and structured activities. Well-established routines help children to settle quickly and engage confidently with learning.

Children make strong progress from their starting points, which, in some cases, are very low. This is particularly evident in communication and language, where children develop the skills they need to access the wider curriculum.

Children's wellbeing is prioritised. Staff create a calm and nurturing environment where children feel safe and secure. Inclusive practice ensures that children with additional needs

are supported effectively so that they can take part in all areas of learning and play.

Inclusion

Strong standard ●

An embedded, inclusive ethos underpins the work of the school. Pupils with a wide range of needs are identified accurately and supported to access learning and take part fully in school life.

Leaders have a secure understanding of pupils' starting points, including those who face barriers to learning. Needs are identified early and inform carefully planned support. Provision is reviewed often and adapted as needs change, ensuring that it remains effective and ambitious.

Pupils with special educational needs and/or disabilities are supported well. Their plans include clear targets, which are reviewed and refined over time. Staff use consistent approaches to help these pupils access the same curriculum as their peers and build their knowledge over time.

Additional funding, including pupil premium funding, is used effectively to provide teaching, targeted interventions and wider opportunities. Leaders monitor its impact closely. As a result, disadvantaged pupils engage well and make progress from their starting points. Similarly, pupils known to social care, or those who experience social and emotional challenges, are supported effectively. Staff know these pupils well and adapt routines and environments, so they feel settled and ready to learn.

The school reduces barriers to learning effectively. Pupils who need additional help are included in lessons and wider opportunities. They develop confidence, participate alongside their peers and experience a strong sense of belonging. This highly inclusive ethos means the school works diligently to support pupils to remain in school.

Leadership and governance

Strong standard ●

Leaders have a clear vision for the school and a deep understanding of its strengths and priorities. They use this knowledge to guide their work and make decisions that improve pupils' experiences and outcomes over time. Leaders know the school well and use information about pupils' progress and needs to identify where further improvement is required.

Inclusion is central to leaders' work in creating a true community school. Leaders ensure that pupils who face barriers to learning are identified early and supported effectively. This is reflected in the careful planning of provision and the consistent approach to meeting pupils' needs across the school.

Leaders prioritise the development of staff's expertise. Staff benefit from relevant training and support, which helps them to develop their practice and meet pupils' needs effectively. Staff report that they feel supported and valued and that leaders consider their workload and wellbeing.

Those responsible for governance understand their roles and responsibilities. They provide appropriate challenge and support to leaders and ensure that statutory duties are met, including those related to safeguarding. Governors are informed about the school's work and use this knowledge to monitor priorities and contribute to decision-making.

Leaders engage positively with families and the wider community. They communicate clearly with parents and carers and ensure that support is in place where it is needed. This strengthens the inclusive and supportive culture across the school.

Expected standard

Personal development and wellbeing

Expected standard 

Leaders have established a clear and coherent approach to pupils' personal development. This is reflected in a structured programme that supports pupils' wider development, alongside their academic learning. Pupils develop confidence and independence through a range of opportunities that extend beyond the classroom, including clubs, visits and wider experiences.

Pupils take on roles of responsibility and contribute positively to the life of the school. For example, pupils act as mini-leaders and support activities at lunchtimes, including organising games and helping pupils who are younger. They carry out these roles with enthusiasm and show a growing sense of responsibility and leadership. These opportunities help pupils to develop confidence and understand their role within the school community.

The school promotes a supportive culture of care. Staff know pupils well and provide effective pastoral support when needed. Pupils benefit from approaches such as daily check-ins, nurture support and targeted provision for those who need additional help. These allow pupils to feel safe, settled and ready to learn. Pupils say that staff notice when they need support and respond quickly, which builds trust and supports their wellbeing.

Pupils learn about respect, equality and how to treat others. They understand that differences should be valued and that everyone should be treated fairly. These values are reflected in how pupils work and play together. Pupils behave kindly towards one another and show consideration for others. Through assemblies and planned learning, pupils begin to understand how to contribute positively to their community and wider society.

The curriculum provides opportunities for pupils to develop their understanding of the wider world, including relationships, staying safe and healthy, and life in modern Britain. However, pupils' knowledge of some aspects, such as different faiths and religions, is less secure. While pupils can talk about these in general terms, they are less confident in explaining their understanding in depth.

What it's like to be a pupil at this school

Pupils at this school are confident and positive about their experiences. They enjoy coming to school and describe it as a safe and supportive environment where they are ready to learn. Pupils say that staff listen to them and take their concerns seriously. They know who to speak to if they are worried, and they trust that staff will help them. This contributes to a strong sense of security that allows pupils to engage confidently in daily school life.

Pupils take pride in their learning and show positive attitudes in lessons. They participate well and enjoy a curriculum that helps them build knowledge step by step. In early reading, younger pupils quickly learn routines in phonics and use these to decode words with increasing confidence. Older pupils apply their knowledge across subjects and show growing independence and resilience when faced with new challenges. Pupils who need extra help are supported effectively so that they can overcome barriers and make progress from their starting points. This prepares pupils well for the next stage of their education.

Pupils feel that they belong to an inclusive community where everyone is valued. Relationships between pupils and staff are warm and respectful. Pupils cooperate well with one another in lessons and during social times. They are encouraged to take on responsibilities, and they carry out these roles with enthusiasm. Pupils also benefit from a range of wider opportunities that broaden their experiences beyond the classroom. Pupils with additional needs are included fully in school life, supported by staff who understand how to meet their needs.

Pupils behave well throughout the school day. They understand what is expected of them and follow routines consistently. This helps lessons to run smoothly. Pupils say that bullying is rare and that staff deal with it quickly when it occurs. Pupils attend often and recognise the importance of being in school. This helps them to develop secure habits, contribute positively to school life and benefit fully from the opportunities provided.

Next steps

- Leaders should ensure that the curriculum for different faiths and religions is planned coherently and implemented consistently so that pupils develop secure, progressive knowledge and understanding of these aspects to match the high quality seen in the school's wider personal development provision.

About this inspection

The chair of the board of governors in this school is Claire Smith.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with pupils, parents, staff, senior leaders, governors and the local authority during the inspection.

The school currently uses no alternative provision.

Donna-Marie Johnson: Headteacher

Lead inspector:

Nyree Parker, His Majesty's Inspector

Team inspectors:

Sally Wicken, Ofsted Inspector

Aoife Galletly, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 16 June 2026

School and pupil context

Total pupils

243

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

46.92%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.06%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.93%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	71%	62%	Above
2023/24 (final)	52%	61%	Below
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	61%	74%	Below
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (final)	85%	72%	Above
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (final)	85%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	85%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (final)	79%	47%	Above
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25 (final)	86%	63%	Above
2023/24 (final)	75%	62%	Above
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25 (final)	93%	59%	Above
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	60%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	60%	Above
2024/25 (final)	93%	61%	Above
2023/24 (final)	81%	59%	Above
2022/23 (final)	80%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-5 pp
2024/25 (final)	79%	69%	9 pp
2023/24 (final)	56%	67%	-11 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	78%	-3 pp
2024/25 (final)	93%	78%	15 pp
2023/24 (final)	69%	78%	-9 pp
2022/23 (final)	60%	77%	-17 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	85%	80%	5 pp
2024/25 (final)	93%	81%	12 pp
2023/24 (final)	81%	79%	2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	80%	79%	1 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.1%	13.0%	Close to average
2023/24 (3 term)	17.6%	14.6%	Close to average
2022/23 (3 term)	17.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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