

Jacksdale Primary and Nursery School

Address: Main Road, Jacksdale, Selston, Nottingham, Nottinghamshire, NG16 5JU

Unique reference number (URN): 122580

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.

Expected standard

Attendance and behaviour

Expected standard 

Leaders promote a sense of community. Pupils enjoy coming to school. This can be seen in the overall attendance figures. The school has formed positive relationships with families. Any barriers to pupils attending school are well understood and appropriate support is put in place. Leaders pay close attention to the needs of more vulnerable pupils, such as disadvantaged pupils and looked-after children. This helps to ensure that the overall attendance of these pupils is at least in line with, or higher than, national averages.

Leaders have effective systems in place to promote positive behaviour and attitudes to school. Pupils respond willingly to these. They are typically polite, respectful and well mannered. Relationships between staff and pupils are warm and supportive. Pupils move around the school with care and awareness of others. Most remain focused on their learning during lessons. Staff use consistent strategies to manage pupils' behaviour. They adapt their practice suitably to meet pupils' differing needs. Staff provide effective support if pupils struggle to manage their emotions. Pupils communicate their feelings through 'mood meters' and access 'brain breaks' to help them regulate their emotions. Incidents of bullying and name-calling are rare. Leaders deal with these incidents thoroughly. Pupils know that any form of discrimination is not tolerated.

Early years

Expected standard 

Right from the beginning of the Nursery Year, children get off to a flying start. Staff have a clear understanding of children's development, particularly the differing needs of Nursery- and Reception-age children, and work effectively with parents and carers. Staff ensure that children feel safe and secure from the very start. Children settle well and develop positive learning behaviours that set them up well for future learning.

Leaders have ensured that the curriculum is well sequenced and designed around the local context and children's starting points. Children's needs are identified quickly, and effective support is put in place to support children when necessary. Children typically achieve well from their varied starting points.

Provision is tailored carefully to match children's varying stages of development. Staff integrate a range of learning opportunities to support the development of reading. There is an immediate emphasis on reading when children begin school. There is scope to further maximise the promotion of children's number and early writing skills.

Language development is central to the curriculum. Staff typically make the most of every opportunity to model language, engage children in meaningful conversations and broaden children's vocabulary. Children are attentive, motivated and resilient learners who work well together, showing kindness and respect for one another.

Inclusion

Expected standard 

Leaders demonstrate a clear commitment to ensuring that pupils' needs are met, both in their learning and in their wider lives. They identify pupils' individual needs quickly when they join the school and as their needs change. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, receive effective pastoral support, bespoke interventions and suitable adaptations to teaching. This ensures that these pupils participate in all aspects of school life. Pupils accessing some of their learning in the 'Sunshine Room' receive tailored support that helps them to make progress in their learning. There are well-designed systems to monitor pupils' progress. Leaders support and train staff to adapt their teaching accordingly.

Leaders and governors understand the range of needs of pupils within the school, including pupils known to, or previously known to, social care. They work with parents and carers, external agencies and local partnerships to secure specialist support when needed. The school uses research to decide on actions that will make a positive difference to pupils in receipt of additional funding, for example helping pupils to understand their emotions through pastoral interventions.

Leadership and governance

Expected standard 

Leaders have high expectations and want pupils at Jacksdale to 'aim for the stars'. They have a clear and detailed understanding of the school's strengths and areas that still need developing. The reorganised senior leadership team is skilfully addressing historic areas of weakness. Leaders are reflective and thoughtful in their decision-making, which has the best interests of all pupils at the centre, particularly disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders, including members of the local governing body, have an accurate understanding of the school's context. They present an unwavering commitment to pupils and families. Governors provide suitable support and challenge for leaders. They oversee the use of additional funding and check that it is directed towards improving outcomes for pupils, particularly those who are disadvantaged and pupils with SEND. Governors fulfil their duties with diligence, including ensuring that safeguarding arrangements are effective.

Staff are extremely proud to be part of the 'Jacksdale School family'. They value the care and consideration that leaders give to their wellbeing and workload. Staff are empowered by leaders and benefit from the support that leaders give to their professional development. Parents and carers feel part of the school family too, and are typically positive about the support that leaders give to their children. The collaborative partnership between leaders, governors, staff, pupils and parents means that the school's vision is a reality, where 'every individual is valued and makes a valuable contribution to school life'.

Personal development and wellbeing

Expected standard 

There is a clear sense of belonging and a 'family feel' at this school. Leaders prioritise pupils' wellbeing. Disadvantaged pupils, in particular, benefit from the carefully tailored pastoral support that leaders provide. This makes sure that most pupils experience a calm

and settled start to the day. Leaders have established effective systems for supporting pupils' emotional and mental health, working closely with external agencies and families when needed. Pupils value the trusted adults they can speak to. Many pupils confidently use the strategies taught to help them manage worries and regulate their emotions.

Leaders provide an effective and carefully crafted personal development programme for pupils. They ensure that pupils access high-quality experiences. Pupils enjoy the trips and clubs that leaders provide. Trips to the pantomime and the seaside are particular favourites. These activities broaden pupils' understanding of the wider world. They also enrich and support pupils' learning across the curriculum. Pupils develop their talents and interests through a range of extra-curricular activities, such as lacrosse, crochet and basketball. Pupils' participation in clubs and wider experiences is monitored closely. Leaders work tirelessly to ensure that all pupils, including those who face barriers to their learning or wellbeing, have full access. This helps pupils to feel that they belong. Pupils are keen to contribute to school life. For example, they can join the school council or become reading ambassadors. They are proud of the impact of their work.

Pupils learn about important values such as democracy, respect and tolerance, and healthy relationships. They are respectful of others and their differing opinions and experiences. They understand what equality means. Pupils learn about other faiths and cultures represented in modern Britain, although pupils' understanding of this is less secure and less developed than other topics they have learned. Pupils have a secure understanding of how to maintain their own personal safety. They know how to protect themselves when online.

Needs attention ●

Achievement

Needs attention ●

Pupils' attainment in reading, writing and mathematics over time has not been as high as it should be. Although there was clear improvement in pupils' attainment in national tests in 2025, notably in reading and mathematics, the overall results over the last 3 years remain below the national average. Leaders are acting quickly to address this. There is already evidence that more pupils are achieving well by the end of Year 6, which is reflected in the work they produce. They are prepared well for secondary school.

Pupils' achievement in phonics is in line with national averages. Younger pupils learn phonics sounds quickly so that they learn to read confidently and fluently. Pupils who are disadvantaged, including pupils with special educational needs and/or disabilities, generally make suitable progress from their starting points. Nonetheless, recent curriculum changes have had limited time to have an impact on all areas of the curriculum and in all year groups.

Curriculum and teaching

Needs attention ●

Teaching is not consistently effective in ensuring that pupils learn as well as they should. For example, teachers do not always make sure that all pupils develop accurate letter and number formation. In addition, some learning tasks are not well matched to the knowledge pupils need to acquire. At times, teachers do not check pupils' understanding sufficiently

during lessons, and errors or misconceptions are not resolved consistently. As a result, some pupils continue to make mistakes and develop gaps in their knowledge.

Leaders' ambition for the curriculum is clear. They have an accurate understanding of the strengths and areas for development. The curriculum in English and mathematics is well planned. Lessons in these subjects build pupils' knowledge and skills and are mapped to clear endpoints at each stage of learning. Across the wider curriculum, leaders have constructed a broad and balanced curriculum that is sequenced appropriately. When teaching is most effective, staff model their expectations, ask clear questions and review pupils' understanding systematically. This is especially the case with phonics, where staff model sounds skilfully and teach the scheme with precision. Disadvantaged pupils, including those with special educational needs and/or disabilities, receive provision that is suitable and meets their needs.

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

Jacksdale is a friendly and inclusive school. Pupils receive a warm welcome each day from staff, who greet them with a cheery smile. Pupils feel safe and secure because staff know them well and provide high levels of care. This includes pupils with special educational needs and/or disabilities (SEND) and those who face other barriers to their learning or wellbeing. Pupils with SEND feel like they belong and take part in all aspects of school life because of the extra support they receive.

Pupils, including children in the early years, settle to their learning quickly, and receive help from staff when needed. They enjoy school and attend well. They live out the school's values of being 'kind, respectful and safe'. Pupils understand and demonstrate the importance of respect and appropriate behaviour. They benefit from a generally calm and purposeful learning environment. Classrooms are typically orderly, which helps pupils to concentrate well on their learning. Pupils enjoy spending time with their friends during social times. They trust that any incidents of poor behaviour, including bullying, will be managed well by staff.

Pupils are typically prepared well for their next steps. However, pupils' achievement in reading, writing and mathematics has been inconsistent over time. Staff do not use assessment consistently well to check pupils' knowledge and understanding. As a result, a small proportion of pupils make repeated errors. Inconsistent choices of learning activities prevent some pupils from securing important knowledge and progressing as well as they could through the curriculum. Recently, achievement has improved because leaders have redesigned the curriculum. This work has been particularly successful in improving pupils' reading and mathematics.

Pupils enthusiastically take on roles and responsibilities that enhance the life of the school and promote pupils' wider personal development. The sports crew, for example, ensures that there is something on offer for everyone during playtimes. The school council's recent fundraising project resulted in a delightful gift shop being set up. Pupils enjoy exciting and purposeful enrichment opportunities beyond the academic curriculum.

Next steps

- Leaders should continue to strengthen the curriculum and teaching in reading, writing and mathematics so that pupils' attainment in national tests continues to improve.
 - Leaders should ensure that the activities that teachers select to deliver new knowledge and skills are matched consistently well to the school's curriculum and enable pupils to learn the important information that has been set out.
 - Leaders should ensure that assessment strategies are used consistently so that errors in pupils' work and misconceptions are identified swiftly and resolved.
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About this inspection

The chair of the board of governors in this school is Jack Wakeling.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, subject leaders, staff, pupils, governors and a representative of the local authority during the inspection.

Inspectors confirmed the following information about the school:

The school does not currently make use of any alternative provision for pupils.

Headteacher: Julie Brockerton

Lead inspector:

Kirsty Norbury, His Majesty's Inspector

Team inspectors:

Caroline Stewart, Ofsted Inspector

Anita Denman, 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

184

Below 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

255

Close to 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)

36.75%

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

2.17%

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

16.30%

Close to 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	42%	61%	Below
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	35%	61%	Below
2022/23 (final)	39%	60%	Below

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	63%	74%	Below
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	59%	74%	Below
2022/23 (final)	58%	73%	Below

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	63%	72%	Below
2024/25 (final)	62%	72%	Below
2023/24 (final)	62%	72%	Below
2022/23 (final)	66%	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	55%	73%	Below
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	43%	73%	Below
2022/23 (final)	53%	73%	Below

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	23%	46%	Below
2024/25 (final)	47%	47%	Close to average
2023/24 (final)	18%	46%	Below
2022/23 (final)	0%	44%	Below

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	44%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	29%	62%	Below
2022/23 (final)	36%	60%	Below

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	42%	59%	Below
2024/25 (final)	47%	59%	Below
2023/24 (final)	41%	58%	Below
2022/23 (final)	36%	58%	Below

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	37%	60%	Below
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	29%	59%	Below
2022/23 (final)	18%	59%	Below

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	23%	68%	-44 pp
2024/25 (final)	47%	69%	-23 pp
2023/24 (final)	18%	67%	-50 pp
2022/23 (final)	0%	66%	-66 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	44%	80%	-35 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	29%	80%	-50 pp
2022/23 (final)	36%	78%	-42 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	42%	78%	-36 pp
2024/25 (final)	47%	78%	-32 pp
2023/24 (final)	41%	78%	-36 pp
2022/23 (final)	36%	77%	-41 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	37%	80%	-42 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	29%	79%	-50 pp
2022/23 (final)	18%	79%	-61 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	6.0%	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)	10.3%	13.0%	Close to average
2023/24 (3 term)	14.5%	14.6%	Close to average
2022/23 (3 term)	16.5%	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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