

Beardall Fields Primary and Nursery School

Address: Kenbrook Road, NG15 8HY

Unique reference number (URN): 122584

Inspection report: 6 January 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 ●

Personal development and wellbeing

Strong standard ●

Personal development and wellbeing are at the forefront of all leaders' decisions. All pupils, including disadvantaged pupils, benefit from a well-considered and highly effective personal development programme. The programme enables pupils to respect others' values and develop a clear appreciation of what it means to be a flourishing member of society. Raising aspirations is a key component of the personal development offer at the school, and pupils benefit from meaningful opportunities to consider and reflect on their own aspirations. For example, all pupils take part in a 'broadening horizons' week, whereby pupils have the opportunity to explore different career paths and are empowered to consider the different skills needed to be successful in the wider world.

Pupils talk with enthusiasm about the personal development offer at the school. Pupils from Year 2 upwards benefit from opportunities to take part in residential visits. These opportunities range from a sleepover at an aquarium to spending several days taking part in team building and confidence-inducing activities. Pupils are able to talk about their learning connected to personal, social, health and economic education. They understand the importance of staying physically and mentally healthy. Pupils also know about the importance of being and staying safe, including when online. They benefit from a well-designed character education programme. They take part in different 'missions' and activities to develop their skills connected to communication and conflict resolution. Pupils recognise how their involvement in these activities helps them to develop their wellbeing and positivity.

Pupils demonstrate an astute understanding of protected characteristics and fundamental British values. They recognise the importance of these values and can talk with examples about how they impact wider life. Pupils celebrate difference, and they show an understanding of different cultures. They are exceptionally well prepared for life in modern Britain.

Expected standard ●

Achievement

Expected standard ●

Pupils achieve well in published outcomes. They secure outcomes at the expected standard in reading and mathematics, which are above their peers nationally. This includes disadvantaged pupils, who perform better than their peers nationally at the expected standard. Pupils achieve exceptionally well in mathematics, where many pupils achieve the higher standard at above national averages. Pupils with special educational needs and/or disabilities make progress through the curriculum from their starting points. In some subjects across the wider curriculum, such as history and religious education, pupils do not consistently recall their learning as thoroughly as they could.

Some children in the early years do not achieve as well as they could across the areas of learning, which means that they are not as well prepared for key stage 1 as they could be.

Leaders use assessment data to identify aspects of the curriculum that require further development to ensure that pupils achieve consistently well in published outcomes.

Attendance and behaviour

Expected standard 

Pupils enjoy attending Beardall Fields, and this is reflected in overall attendance figures for the school. Leaders promote the importance of attending school well. They have sought external support to ensure that they are offering all the help and guidance that they can to families to support pupils' attendance.

Staff at all levels are supportive when working with pupils and their families. They ensure that they spend time getting to know families so that they can provide swift and timely support should a pupil's attendance decline.

Pupils demonstrate positive attitudes to their learning. They behave well. Bullying is not tolerated at the school. Pupils understand the importance of treating others with kindness and respect, and this is lived out in the classrooms. They talk positively about behaviour across the school, including during social times. At break and lunch times, older pupils often run activities for younger pupils to join in with. This supports a positive environment whereby pupils feel happy and safe.

Leaders have systems in place to support pupils with their behaviour. These systems are applied consistently. Staff have high expectations for pupils' behaviour, and pupils live up to these expectations.

Inclusion

Expected standard 

Leaders have created an inclusive culture across the school. Staff receive appropriate training and guidance to ensure that they are equipped to support pupils who may face barriers to their learning. The school has clear systems in place to identify pupils who may require additional support. The school responds to pupils' needs quickly. Leaders work closely with a range of agencies and professionals to ensure that pupils and their families receive the support that they need. Pupils with special educational needs and/or disabilities (SEND), who need a more specialised approach to learning, receive precise and individualised support.

Leaders work closely with staff to ensure that they have the information that they need to support pupils in accessing the curriculum. They check how well staff use this information to support the pupils with whom they work. Some pupils with SEND are supported well by additional adults in the classroom.

Leaders have carefully considered how all pupils, regardless of any barriers that they face, can access a range of clubs and activities to support their social and emotional wellbeing. They use pupil premium and service pupil premium funding effectively to ensure that pupils take part in all aspects of school life.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and have identified actions for improvement. They are role models of high expectations and professionalism. Leaders have sought external advice and guidance when considering key areas of the school's provision. Governors have a clear understanding of their statutory duties and hold leaders to account in relation to managing resources and improving outcomes for pupils at the school. They make decisions that are in the best interests of pupils. Leaders ensure that any child who faces a barrier to their learning is supported, and they review the support in place. Leaders know they need to check more closely how each subject is being taught and make sure that the changes they are making to the curriculum are working as intended. They also need to ensure that these changes are implemented in a timely and effective way.

Leaders have ensured that staff have access to training and support. Those staff members who are new to the profession benefit from positive mentoring and the opportunity to work with staff across the school. Staff are highly positive about the school and the support that they receive. They feel valued and feel that their workload and wellbeing are considered when decisions are made. They are proud to be part of the school community.

Leaders develop positive relationships with parents and the wider community. They ensure that they are visible around the school. Parents are overwhelmingly positive about the school and the approachable and caring nature of staff at all levels.

Needs attention

Curriculum and teaching

Needs attention 

Pupils do not have the opportunity to revisit their learning in subjects that are part of the wider curriculum. This means that pupils do not routinely receive guidance to address their misconceptions and therefore make repeated mistakes. Pupils do not consistently benefit from opportunities to practise and develop their skills connected to writing and communication. As a result, some pupils do not develop the writing and communication skills they need for the next stage of their learning. This means that in some subjects, pupils are not developing key knowledge and skills securely enough, and gaps in learning can remain. Leaders have recently made improvements to the wider curriculum. They have begun to ensure that the subject-specific knowledge and skills that pupils should learn are clearly set out in every area of the curriculum. This remains a work in progress in some subjects.

In some subjects, including English and mathematics, the curriculum is ambitious and well sequenced. In these subjects, teachers have secure knowledge and teach the curriculum effectively. This helps pupils to achieve well in these areas.

Leaders ensure that pupils are taught to read effectively. Pupils who need additional support with their reading receive tailored intervention sessions to help them make the necessary

progress. Teachers use their knowledge of pupils' starting points and needs to help pupils make progress in reading.

Early years

Needs attention 

The curriculum in the early years does not identify and sequence the key knowledge that children will learn well enough. This means that when children finish their time in reception, they are not as well prepared as they could be for key stage 1. Children do not get sufficient opportunities to develop their reading and letter formation skills across the early years provision. As a result, some children do not secure early reading and writing skills well enough. In addition, staff do not consistently build children's vocabulary or extend their thinking. This means children have fewer opportunities to learn new language and practise what they know.

Leaders have identified the areas for development in early years and have recently sought external advice to improve the setting. However, it is too early to see the impact of this work.

Children in the early years are happy and enjoy coming to school. Nursery children are encouraged to be independent and try new things. Children enjoy listening to stories. Parents are positive about the support and care that children receive in the early years.

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

Pupils at Beardall Fields thrive in this caring and welcoming school. They benefit from effective pastoral care and support. Pupils feel safe and are happy, and they want to come to school. They talk about being part of a 'school family, where we can be ourselves'. The school has a clear commitment to pupils' personal development and wellbeing. Pupils benefit from a range of activities beyond the classroom. Careful consideration is given to preparing pupils for life beyond school and they are encouraged to be active members of the community.

Pupils are confident and resilient. Older pupils act as positive role models to younger pupils. Pupils develop their leadership skills by taking on a range of roles and responsibilities. They behave well and show kindness towards each other. The school is inclusive. Pupils facing additional barriers to their learning, including pupils with special educational needs and/or disabilities, are supported well. Pupils whose parents are serving in the armed forces benefit from a safe space to connect and share their experiences with others.

Most pupils achieve well in external tests and are supported to reach ambitious goals. However, some pupils struggle to recall their learning in some subjects. This is because they do not routinely have the opportunity to revisit their learning connected to some subject areas. Furthermore, the feedback that they receive does not consistently enable pupils to deepen their learning or address misconceptions. Children in the early years benefit from a warm and welcoming start to their time at school. However, the curriculum for the early years does not precisely identify the key knowledge that children will learn across their time in the early years and does not prepare them as well as it could for key stage 1.

Next steps

- Leaders should ensure that the curriculum, including in early years, clearly sets out the precise knowledge and skills that pupils will learn so that pupils achieve well across all subjects.
 - Leaders should ensure that misconceptions and errors in pupils' work are addressed quickly and that feedback is used to identify misconceptions and deepen learning.
 - Leaders should ensure that children in the early years benefit from high-quality interactions in order to enhance their learning and communication skills.
 - Leaders should strengthen the precision of their monitoring so that they identify accurately strengths and weaknesses of the wider curriculum.
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About this inspection

The chair of the board of governors in this school is Mr Phillip Bailey.

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, deputy headteacher, special educational needs coordinator, members of the governing body, including the chair of governors, and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

At the time of the inspection the school did not make use of any alternative provision.

Headteacher: Miss Katherine Collins

Lead inspector:

Roxanne Fearn-Davies, His Majesty's Inspector

Team inspectors:

Lisa Atkins, Ofsted Inspector

Becky Lyon, Ofsted Inspector

Alison Adair, 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 6 January 2026

School and pupil context

Total pupils

433

Well above 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

330

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)

20.96%

Close to 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

0.92%

Below 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

10.85%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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	72%	61%	Above
2024/25	71%	62%	Above
2023/24	74%	61%	Above
2022/23	70%	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	84%	74%	Above
2024/25	86%	75%	Above
2023/24	84%	74%	Above
2022/23	80%	73%	Above

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	78%	72%	Close to average
2023/24	76%	72%	Close to average
2022/23	77%	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	91%	73%	Above
2024/25	90%	74%	Above
2023/24	90%	73%	Above
2022/23	93%	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	59%	46%	Above
2024/25	63%	47%	Above
2023/24	59%	46%	Above
2022/23	56%	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	78%	62%	Above
2024/25	84%	63%	Above
2023/24	76%	62%	Above
2022/23	72%	60%	Above

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	63%	59%	Close to average
2024/25	63%	59%	Close to average
2023/24	59%	58%	Close to average
2022/23	67%	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	81%	60%	Above
2024/25	79%	61%	Above
2023/24	82%	59%	Above
2022/23	83%	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	59%	68%	-8 pp
2024/25	63%	69%	-6 pp
2023/24	59%	67%	-9 pp
2022/23	56%	66%	-11 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	78%	80%	-2 pp
2024/25	84%	81%	3 pp
2023/24	76%	80%	-3 pp
2022/23	72%	78%	-6 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	63%	78%	-15 pp
2024/25	63%	78%	-15 pp
2023/24	59%	78%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	67%	77%	-11 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	81%	80%	2 pp
2024/25	79%	81%	-2 pp
2023/24	82%	79%	3 pp
2022/23	83%	79%	4 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 (2 terms)	4.1%	5.2%	Below
2023/24	4.2%	5.5%	Below
2022/23	4.5%	5.9%	Below

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 (2 terms)	9.3%	13.3%	Below
2023/24	8.5%	14.6%	Below
2022/23	6.8%	16.2%	Below

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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