

Greasley Beauvale Primary and Nursery School

Address: Greasley Avenue, Newthorpe , Nottingham , Nottingham, Nottinghamshire, NG16 2FJ

Unique reference number (URN): 135433

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.

Expected standard

Attendance and behaviour

Expected standard 

Leaders take a multi-pronged approach to securing high attendance. They make the school a place that pupils value, where positive relationships encourage them to attend every day. The school works closely with families to overcome barriers to attendance, providing practical and pastoral support where needed. Their visible presence at the school gates each morning ensures that there are high levels of punctuality. Leaders are relentless in their drive for pupils to attend well. As a result, leaders' actions are securing high attendance.

Leaders and staff have established a positive, safe and respectful culture in school. Leaders' actions ensure that the high expectations they set are realised in practice. This creates a calm and welcoming school environment where praise abounds and bullying is rare. Classrooms have a distinctly purposeful, studious atmosphere. Pupils follow the school rules and are 'ready, respectful, safe and kind'. Rare incidents of unkindness are dealt with swiftly and effectively. Pupils who find it harder to regulate their emotions receive bespoke support, including therapy sessions with Tilly the greyhound and through the nurture provision. This support enables pupils to focus and learn happily. During social times, pupils play well together, striving to secure a place on the 'top table' or receive a 'rainbow award'.

Curriculum and teaching

Expected standard 

Leaders have ensured that the curriculum across the school is well designed and delivered securely. Sensible and appropriate adaptations are made to support the differing needs of pupils. Teachers have secure subject knowledge in the subjects they teach. They explain new ideas and concepts to pupils clearly. Early reading is skilfully taught, leading to pupils learning to read well. Carefully tailored additional support is in place for those pupils who need further help with reading.

Pupils remember much of what they have learned because they build new knowledge on what they already know. Teachers make careful checks on pupils' learning and identify any misconceptions pupils may have. Teaching is then adapted to ensure that any gaps in pupils' knowledge are addressed swiftly.

Leaders have ensured that the curriculum is typically ambitious. They acknowledge that there could be even greater ambition in some subjects so that all pupils can access higher-level learning and achieve as well as they could, for example in mathematics. The school's work to fully embed the relatively new writing curriculum is well underway. However, there remains more to do to ensure the teaching of writing is as high quality as that of other subjects.

Early years

Expected standard 

Children make a positive start to school life and overall they achieve well. This includes children with special educational needs and/or disabilities and children who are vulnerable. Children quickly settle and learn to follow the high-expectations staff have of them. They

know how to take turns, listen and sustain focus. They develop into busy, chatty, independent and curious learners. The school ensures that the early years curriculum builds knowledge logically over time, especially in early reading, writing and mathematics. Phonics is delivered well. Leaders ensure that children have the breadth of knowledge ready for the Reception Year and Year 1. Staff get to know children and families well, which helps to ensure children's needs are met.

In the Nursery Year, children are cared for well and have ample opportunities to learn as they play. Clear routines, modelled by staff, and encouragement to self-regulate provide a safe and secure environment that contributes to children feeling safe, secure and happy. This continues into the Reception Year, where children get off to a flying start. Children enjoy their learning and talk confidently about what they have learned. Staff interactions help children to develop their language and vocabulary, although there are slight inconsistencies in the support for children who struggle with their learning.

Inclusion

Expected standard 

The school places a high emphasis on inclusion and meeting the needs of all pupils, particularly the most vulnerable. Leaders identify pupils' needs quickly and accurately, ensuring timely support. Staff benefit from regular training. This ensures that they know pupils' needs and barriers to learning extremely well. As a result, pupils' emotional and academic needs are typically supported well. Pupils with special educational needs and/or disabilities get the help they need. Leaders ensure that there is a calm and adapted space for those with the most complex needs to learn. Teachers make adaptations to activities and provide suitable resources so that all pupils can access their learning. Leaders work closely with families, professionals and outside agencies. This collaborative approach informs the support in place for pupils and raises their aspirations.

Leaders monitor the progress of pupils' social, emotional and mental health needs and academic performance. When necessary, staff deliver interventions to further support pupils' progress. Pupil premium funding is used well, ensuring that disadvantaged pupils receive the support they need to progress through the curriculum. Leaders have high expectations for all pupils. Staff typically maximise learning opportunities for pupils, although improving the consistency of this would enable more sustained progress and deeper engagement across the curriculum.

Leadership and governance

Expected standard 

Leaders act with great integrity in all of their work. Pupils sit at the heart of their decision-making. Leaders know the aspects of the school that are working well, and those aspects that need further development. Where leaders identify issues that need improvement, they take the right action at the right time. For example, while there remains more to do, the work to improve pupils' outcomes in reading, writing and maths is bearing fruit. Similarly, leaders know that some aspects of the writing curriculum are in their infancy and inconsistencies remain in pupils' handwriting. They have already taken the right steps to improve this, and their work to refine this is ongoing and effective.

Staff are proud to work in the school. They expect the very best from pupils, whatever their background or individual needs. These high expectations flow from leaders. Leaders take

care of staff wellbeing and workload. Staff receive effective professional learning. This helps them to continue to improve and sharpen their practice.

Relationships with parents and carers and the wider community are generally positive. The school is a central part of the local community. These relationships are used well to provide support and guidance for pupils, especially those who are disadvantaged or who have other additional needs.

Governors work closely with the school and provide effective challenge and support. They carry out their statutory duties well.

Personal development and wellbeing

Expected standard 

The school follows a well-thought-out personal development programme that meets all statutory requirements. It is also responsive to teaching pupils about aspects that are specifically relevant to them or that are more topical, such as how to stay safe online and how to support their mental health and wellbeing. Pupils learn at an age-appropriate level about different types of relationships and how they change as they grow up. Older pupils talk openly and maturely about sensitive topics.

Pupils are empathetic towards the challenges their peers face. The school ensures that pupils learn about life beyond their local area so they are aware of the diverse society they live in nationally and internationally. Pupils learn about different cultures and religions and the value of respect, for example. They show an age-appropriate understanding of this. However, some pupils need more support to secure and deepen their understanding of the characteristics that make people different that are protected by the law.

The pastoral support for pupils is a strength of the school. Pupils, including disadvantaged pupils, benefit from well-tailored support to help them develop their confidence and social skills.

Pupils have many opportunities to contribute to aspects of the school's provision, developing their leadership qualities. The school's offer to enrich pupils' learning is evident in abundance. Pupils are carefully guided to see what is on offer in the wider world as they grow older. For example, career days with specially chosen visitors raise pupils' aspirations for their futures. Visits to art theatres and pantomime performances broaden pupils' cultural experiences.

Pupils learn about the importance of managing their own mental health and how socialising and fresh air can be of benefit. Pupils understand that exercise is important in keeping them physically and mentally healthy.

Needs attention

Achievement

Needs attention 

Too few pupils are achieving the standards of which they are capable by the end of Year 6, as reflected in published outcomes. As the writing curriculum is fairly new, there is more work to do to ensure pupils' writing is at the same standard as pupils' reading. In mathematics, many pupils have secured the key knowledge needed to succeed in arithmetic. However, pupils' problem-solving and reasoning skills are not sufficiently well developed. This means that some pupils do not achieve as well as they could.

Work in pupils' books across the school shows that a greater number of pupils are working at expected levels in reading, writing and mathematics. The school has been working with steely determination to improve the vital academic outcomes for pupils at the end of key stage 2. This work is bearing fruit, particularly in reading. Disadvantaged pupils achieve close to national averages.

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

Pupils feel valued, cared for, and are happy at this school. At the start of each school day, staff welcome pupils into a calm, nurturing and friendly environment, where they feel safe and ready to learn. Staff build strong, trusting relationships with pupils. This creates a culture of respect where pupils are confident that they can share any worries they may have with staff and that staff will listen and help them. Well-established routines and high expectations of pupils' behaviour ensure that pupils can learn without distraction. Pupils are not worried about bullying but know what to do if they are. They enjoy their learning and attend well. The school provides bespoke support for pupils with special educational needs and/or disabilities that reduces barriers to their learning. Pupils accessing the 'rainbow den' progress well through the curriculum from their starting points.

Pupils develop their talents and interests through a wide range of activities beyond the classroom. From foam axe throwing and scooter clubs to singing in arenas, there is something on offer for all. Pupils play an integral part in contributing to school life. They develop their sense of responsibility through these roles, which include the pupil drive team, job squad and peer mentors.

Children develop their sense of belonging right from the start of the Nursery Year. Across the early years, children are happy, settled and curious learners. They progress well in their learning and achieve well. The school has more work to do to achieve the same success in transforming low key stage 2 published outcomes. Not all pupils achieve as well as they should in the national tests in English and mathematics at the end of Year 6. The school recognises this and is determined to make the improvements needed. Leaders' work to address pupils' low outcomes is beginning to impact positively, particularly in reading.

Next steps

- Leaders should check that all staff implement the new teaching approaches for writing consistently, particularly in developing pupils' handwriting, to strengthen pupils' outcomes.
 - Leaders should ensure that pupils' learning is consistently highly ambitious and they have access to more challenging activities, enabling them to achieve as well as they can.
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About this inspection

The co-chairs of the board of governors are Karla Jones and Alison Budd.

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 and a range of school leaders and staff during the inspection. They also spoke with members of the governing body, including the co-chairs of governors.

The inspectors confirmed the following information about the school:

The school makes use of two registered alternative provisions.

Headteacher: Michelle Bates

Lead inspector:

Kirsty Norbury, His Majesty's Inspector

Team inspectors:

Janis Warren, Ofsted Inspector

Joanne Ward, Ofsted Inspector

Rob della-Spina, 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

400

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

380

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)

19.44%

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

2.25%

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

15.75%

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

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	51%	61%	Below
2024/25 (revised)	51%	62%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	50%	61%	Below
2022/23 (final)	51%	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	62%	74%	Below
2024/25 (revised)	58%	75%	Below
2023/24 (final)	59%	74%	Below
2022/23 (final)	70%	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	65%	72%	Below
2024/25 (revised)	62%	72%	Below
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	60%	71%	Below

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	66%	73%	Below
2024/25 (revised)	67%	74%	Close to average
2023/24 (final)	63%	73%	Below
2022/23 (final)	70%	73%	Close to average

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	39%	46%	Close to average
2024/25 (revised)	35%	47%	Close to average
2023/24 (final)	27%	46%	Below
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	52%	62%	Below
2024/25 (revised)	47%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	56%	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	54%	59%	Close to average
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	50%	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	52%	60%	Close to average
2024/25 (revised)	47%	61%	Below
2023/24 (final)	36%	59%	Below
2022/23 (final)	67%	59%	Close to average

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	39%	68%	-28 pp
2024/25 (revised)	35%	69%	-34 pp
2023/24 (final)	27%	67%	-40 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	52%	80%	-27 pp
2024/25 (revised)	47%	81%	-34 pp
2023/24 (final)	55%	80%	-25 pp
2022/23 (final)	56%	78%	-23 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	54%	78%	-23 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	50%	77%	-27 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	52%	80%	-28 pp
2024/25 (revised)	47%	81%	-33 pp
2023/24 (final)	36%	79%	-43 pp
2022/23 (final)	67%	79%	-13 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 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.2%	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 (2 term)	11.6%	13.3%	Close to average
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	10.1%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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