

# Inspection of Eskdale Junior School

Eskdale Drive, Chilwell, Beeston, Nottingham, Nottinghamshire NG9 5NA

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils thrive at Eskdale Junior School. They say they enjoy learning new things and that the staff are kind. The school has extremely high expectations of pupils' achievement. Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well, particularly in mathematics and reading.

The school's 'STARS' values of 'skills and knowledge for life, take care, aim high, respond to challenge and self-discipline' underpin all the school does. Pupils said these values help them understand behaviour and learning expectations. Pupils quickly become confident and resilient learners. Pupils' behaviour in lessons and around school is exceptional. Pupils are polite and respectful to each other and to staff. They feel safe in school.

Pupils have many opportunities to develop their character. They are keen to take up these opportunities. For example, pupils enjoy serving food at lunchtime. They also relish being on the school council, being a 'maths' ambassador or being part of the library squad.

The school carefully plans the trips and visits that pupils experience. Pupils enjoy going to the theatre and sporting events. Many pupils enjoy attending the range of high-quality enrichment opportunities the school provides. For example, taking part in choir, football, netball, basketball, sewing and Mandarin club.

## **What does the school do well and what does it need to do better?**

The school has developed an ambitious curriculum that outlines the knowledge, skills and vocabulary pupils should learn and when. This supports teachers in delivering the curriculum exceptionally well. Teachers use their excellent subject knowledge to design activities that precisely match the intended learning. As a result, pupils securely build on their knowledge over time. Pupils, including those with SEND, make excellent progress through the curriculum. They produce high-quality work.

Teachers skilfully check how well pupils learn. They quickly address any errors or misconceptions that pupils may have. Teachers question pupils to develop their understanding highly effectively. They ensure that pupils develop their grasp of important vocabulary. This helps pupils express their thoughts and ideas clearly and accurately.

The school has ensured that reading is a top priority. Pupils who need extra support with reading get regular help from well-trained staff. This helps them to catch up with their peers. Teachers ensure that pupils have many opportunities to read a range of texts throughout the school day. Teachers are skilful in developing pupils' reading skills. Pupils quickly learn the skills and knowledge they need to read confidently and fluently. Pupils enjoy story time at the end of each day and choosing books from the inviting library. This helps pupils develop a love of reading.

The school accurately identifies any additional needs pupils may have. The school ensures that pupils who speak English as an additional language get well-thought-out support so

they can access the curriculum and achieve well. Staff know the needs of all pupils well. For example, they adapt activities and provide additional support to pupils with SEND. This helps these pupils achieve exceptionally well.

Pupils learn in calm and orderly classrooms. They have excellent attitudes to learning. They consistently demonstrate the ability to persevere when they find something difficult. The school closely tracks pupils' attendance and swiftly addresses any issues. As a result, most pupils have excellent attendance.

The school places a high importance on pupils' broader development. Pupils learn how to be safe online and in the community. They learn about healthy lifestyles and different cultures and religions. Pupils are well prepared for life in modern Britain. Pupils enjoyed learning about Black History Month and could recall individuals and their significant contributions to society. Pupils know to respect others and to be tolerant. They have many opportunities to discuss and debate ideas. Pupils are exceptionally well prepared for their next steps.

The school is exceptionally well led and managed. Staff enjoy working at the school. They feel well supported with their workload and well-being. Parents and carers are positive about the care and the quality of education their children receive. Those responsible for governance understand and fulfil their statutory duties effectively. They provide effective support and challenge. The school continually strives to ensure that all pupils get the best education possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	122545
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10347469
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Allum
<b>Headteacher</b>	Robin Scruton
<b>Website</b>	<a href="http://www.eskdale.notts.sch.uk">www.eskdale.notts.sch.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2013, under section 5 of Education Act 2005

## Information about this school

- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and Spanish. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, visited lessons and looked at samples of pupils' work in some subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to the headteacher and deputy headteacher.
- The lead inspector met with governors, including the chair of governors. The lead inspector spoke to a representative of the local authority.
- Inspectors considered the responses to Ofsted's staff survey. Inspectors considered the views of parents through Ofsted's Parent View, including the free-text responses.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.
- The lead inspector listened to pupils read to a familiar adult.

## **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Peter Johnston

Ofsted Inspector

Jon Brown

Ofsted Inspector

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