

# Beeston Primary School

Chapel Lane, Beeston, King's Lynn, PE32 2NQ

**Inspection dates** 19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and the governing body direct the school's work very well. They have successfully tackled previous weaknesses in teaching and pupils' achievement.
- Pupils' attainment has been above average at the end of Year 6 for the last three years. Pupils make good progress and achieve well.
- Teaching has improved. All teaching is good and the teaching in some lessons is outstanding.
- Relationships between staff and pupils are strong. Pupils know they are valued and appreciate the support they receive from teachers and teaching assistants.
- Pupils are extremely friendly and considerate, and feel very happy and safe in school. Their behaviour and attitudes to learning are outstanding, and this makes a considerable contribution to the good progress they make.

### It is not yet an outstanding school because

- Teachers do not always make the best use of time in lessons so the pace of learning occasionally drops.
- Teachers do not always give pupils enough opportunity to reflect on what they have been learning.
- Teachers do not always make sure that pupils respond to their marking.
- At the end of Key Stage 1, pupils have not always reached the standards of which they are capable.

## Information about this inspection

- The inspector visited eight lessons, taught by four teachers and/or teaching assistants. Four of these lessons were seen together with the headteacher.
- Samples of pupils' written work were analysed. The inspector listened to some pupils in Year 1 and Year 2 reading.
- Meetings were held with school staff, a group of pupils, governors and a senior area adviser for school improvement from the local authority.
- The inspector took account of the 20 responses to the online questionnaire (Parent View) and the 11 questionnaires completed by staff. He also spoke to several parents informally at the start of the school day.
- The inspector looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; records of governing body meetings; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

David Herd, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Beeston is much smaller than the average primary school.
- Almost all pupils are White British.
- A very small proportion of pupils are supported by the 'pupil premium', which provides extra funding to help certain groups. In this school, it applies to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, and the proportion supported at school action plus or through a statement of special educational needs is average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' learning and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement, by making sure that teachers consistently:
  - make the best use of time in lessons, ensuring that the pace of learning does not drop
  - provide pupils with the opportunity to reflect on what they have been learning
  - make sure that pupils respond to their marking
  - learn from the best practice already present in the school
  - ensure that pupils in Key Stage 1 always make the best progress and attain at or above national expectations.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with skills that are below expected levels, particularly in the skills of writing and calculation. They make good progress in the Early Years Foundation Stage in all areas of learning. Children's attainment is at least average at the end of the Reception Year.
- In Key Stage 1, pupils have not always reached the standards of attainment that would normally be expected in their reading, writing and mathematics. School data show that pupils in the current Year 2 have made good progress and have attained standards that are at or above the national averages for the previous year.
- Pupils in Key Stage 2 make good progress in English and mathematics to reach above average standards in English and broadly average standards in mathematics by the time they leave the school. In 2012, their progress in English was outstanding leading their attainment to be significantly better than the national average.
- Pupils read widely and often. They enjoy reading fiction and non-fiction books, finding out about things that interest them, such as, in a Reception group, information about fish. They use their phonics skills (about the sounds that letters make) well to work out what words say and understand what they are reading.
- They also achieve well in mathematics because they learn to calculate accurately and then apply this ability in other aspects of their learning. They learn to use logic effectively. For example, in Year 6, pupils used their skills to solve challenging word problems using a limited number of clues.
- Pupils' progress in writing is good. In Years 3 and 4, pupils used adjectives effectively to describe their feelings and emotions in an unfamiliar seaside setting. In Years 5 and 6, pupils wrote metaphorical phrases based on their experiences and inspired by the poem, 'Fighting the Tide'.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early and they are provided with a carefully chosen range of targeted support. Their progress is checked closely and further support provided if necessary.
- There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment at the end of Year 6 without identifying them. However, pupils in the school as a whole for whom the school receives pupil premium funding make good progress.

### The quality of teaching is good

- Pupils develop very good relationships with their teachers and teaching assistants. They speak well of the very effective teamwork of teachers and other adults. Staff are very loyal to the school and want to do their best for the pupils.
- Teachers are regularly held to account for the progress their pupils are making through meetings with the headteacher. The performance of every pupil is tracked, and any pupil with additional needs is supported effectively, ensuring that all pupils achieve well, especially in reading and writing.

- Teachers have high expectations of what pupils can achieve and what their behaviour should be like. They use their questions very well to check pupils' understanding in lessons. Teachers assess pupils' attainment accurately and use this information effectively to plan the next steps in their learning.
- The teaching of reading and phonics is usually good. Focused phonics sessions make sure that pupils learn early reading skills. Features of these sessions are teachers' clear explanations. Sometimes, the pace drops in these lessons so that the time in the lesson is not used well enough.
- The teaching of writing is good. The teaching in one lesson showed pupils how they could use adjectives to describe feelings and emotions, by setting the scene and encouraging discussion. The teaching in another lesson inspired pupils to write about their experiences using metaphors and then, at the end of the lesson, skilfully helped pupils reflect on their learning. One pupil said, 'I am now able to use a metaphorical phrase to describe the tides that I can fight.' However, pupils are not always given the opportunity to reflect on their learning to this extent in every lesson.
- The teaching of mathematics is good. For example, pupils in Year 2 were challenged to solve two-part word problems involving money. Pupils in Years 3 and 4 were taught about fractions of shapes, and in Years 5 and 6, they were taught how to solve logic problems using tables to help them, from a limited amount of information. The level of challenge in all of these lessons was good.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the needs of each individual pupil and design programmes to match their ability levels. The teaching of catch-up programmes in reading is effective because it is delivered through short, sharp sessions that bring about good progress.
- Pupils' work in English and mathematics is marked well; teachers note what the pupils have done well and what needs to be improved. However, teachers are not consistent in insisting that pupils respond to their marking. Nor do teachers routinely give pupils time to respond to their helpful comments.

### **The behaviour and safety of pupils are outstanding**

- Pupils are eager to learn in lessons. They participate well and work independently or collaboratively without fuss, with even the youngest children maintaining their effort and concentration. Lessons are hardly ever disrupted due to bad behaviour.
- Behaviour in lessons, around the school and on the playground is outstanding. Behaviour is managed well by all staff and this contributes to very positive learning in classrooms. Pupils and staff agree and are extremely positive regarding pupils' behaviour. One pupil said, 'Children are well-behaved.'
- Pupils say that they feel safe in school. They have an outstanding understanding of what constitutes an unsafe situation, including the importance of being safe on the internet. They are aware of bullying but say that it is extremely rare now. They know to whom they would go if there were any concerns and say that, if there were any incidents, they would be dealt with effectively by the school staff.

- A small number of parents expressed concerns regarding pupils' behaviour and bullying. The inspection found no current evidence to support these concerns.
- Pupils are proud of their school and their sporting and academic achievements. They say that they are treated fairly and are allowed to have their say, for example, through the very active and effective house system. They say that they are supported really well by their teachers and teaching assistants.
- Pupils' use of language that can upset others is non-existent. This is because senior leaders and teachers have explained that it is unacceptable.
- Pupils' attendance is above average. Pupils are rarely late for school and there have been a relatively small number of exclusions from school in recent years.

### **The leadership and management** are good

- The headteacher has a clear vision for the school's future. He has had a significant impact in bringing about improvement. His vision for pupils to 'Be all you can be' is shared by staff and governors. Plans for improvement are focused on the right areas to bring about more improvement to the quality of teaching and pupils' achievement.
- Senior leaders use a range of approaches, including observing teachers at work and rigorous evaluation of data on pupils' achievements, to check on the effectiveness of teaching. This leads to the school having a good understanding of what it does well and what needs to be improved. This information is recorded concisely and accurately in its self-evaluation.
- Arrangements for judging teachers' performance are rigorous. There are clear links between teachers' performance and pay progression. Senior leaders know well the features of the best teaching and where it is located.
- Pupils' learning, in a range of subjects, is well planned. The school provides a variety of activities including artistic, sporting and musical experiences. Exciting visits to London and other locations in Norfolk, such as Sandringham, add to pupils' learning and enjoyment of school and develop their confidence.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, and attractive classroom environments and displays. Pupils work well together in collaboration and discussion. They learn to listen to each other and respect each other's comments. Pupils' understanding of other cultures is promoted well through, for example, learning about Africa, Australia and France.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, all pupils get on well with each other and make good progress in their learning, helping them to be prepared for life in a modern society.
- Parents are very satisfied with the way the school keeps their children safe, happy and well looked after. Almost all say that the school provides them with enough information regarding their children's progress.
- The school works effectively with other schools in the area and with the local authority. Teachers and teaching assistants have benefited from advice that has helped to improve the quality of

teaching. This has led to improved levels of guidance for the pupils, ensuring that they make good progress.

- The school has received 'light-touch' support from the local authority. Work has included the support of an improvement professional, discussing data regarding pupils' achievement. Support has been timely, effective and at the right level for the school.

■ **The governance of the school:**

- The governors have been well trained in their responsibilities and know the strengths and weaknesses of the school well. They are fully involved in checking how well the school improvement plan is being put into practice, having named governors linked to key areas, and understand how well the school is doing compared with similar schools.
- Governors maintain an overview of the quality of teaching and pupils' achievement through reviewing data on pupils' performance and receiving reports from senior staff. They hold senior leaders to account and use robust systems to make sure the school links staff pay to their performance.
- The governing body has a good knowledge of how the school uses additional funding for specific groups of pupils, including those known to be eligible for the pupil premium, and knows what difference this money makes.
- They have good ideas for improving the governance of the school, for example, by improving even further their interaction with parents.
- Governors make sure that all national requirements for safeguarding are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120787
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	401967

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Harris
<b>Headteacher</b>	Christopher Perry
<b>Date of previous school inspection</b>	9 November 2009
<b>Telephone number</b>	01328 701267
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