

Beauclerc Infant and Nursery School

Inspection report

Unique Reference Number	125096
Local Authority	Surrey
Inspection number	359836
Inspection dates	3–4 February 2011
Reporting inspector	Natalia Power

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Tirzah Bagnulo
Headteacher	Rachel Workman
Date of previous school inspection	28 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 10 lessons taught by six different teachers and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 55 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of the teaching, and does it meet the needs of all pupils, particularly the more able, and challenge them to do their best?
- How effective are the school's measures to raise pupils' attainment in writing? ♦
- What is the quality of the Early Years Foundation Stage in enabling children to have the best possible start to their education?

Information about the school

This school, which consists of four classes in addition to morning and afternoon Nursery classes, is smaller than average. The proportion of pupils who are known to be eligible for free school meals is lower than usual. Four out of five pupils are from White British backgrounds, and the rest come from a wide range of heritages. Currently, around one in ten pupils speaks English as an additional language, but few are at an early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities is a little lower than average. The school's governing body is responsible for a daily breakfast club.

In September 2009 a new headteacher was appointed and served for one year. Since September 2010 the school has been led by an interim headteacher, and plans are in hand for the school to federate in the summer term of 2011 with a nearby primary school, under one executive headteacher and with a newly appointed joint governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school where the pupils are happy and develop good personal qualities. One parent commented: 'The school has encouraged my child to develop and become a happy youngster who has grown in confidence.' This is representative of several comments which recognise the school's supportive ethos. Pupils behave well and report that there are very few instances when they are unkind to one another.

While teaching and pupils' learning are satisfactory overall, there is some inconsistency in the quality of teaching and learning across the school. There are examples of good teaching and learning, but sometimes the pace is too slow, and pupils are then passive learners. Pupils are not always given enough opportunities to write at length on a range of stimulating topics. The interim headteacher knows her teachers well, and has begun a programme of classroom visits. These are beginning to have an impact, but are not always sharply enough focused on how pupils learn.

Leaders and managers have begun to improve assessment systems to ensure that the progress of each pupil is tracked and analysed carefully. This especially benefits those with special educational needs and/or disabilities, enabling appropriate support to be put in place, so that these pupils make progress in line with others. However, not enough is done to ensure that all teachers make full use of the tracking data to provide extra challenge for all pupils, especially for the more able, to enable them to do as well as they can.

Over half of the school's roll consists of children in the Early Years Foundation Stage. The quality of teaching and of activities offered to these children is inconsistent. Opportunities for children to explore and learn through their own curiosity vary from class to class. While some activities are imaginative and start from the children's own interests, others are led too much by teachers and, in these cases, adults do not always develop the children's language fully through sufficiently stimulating questioning.

Leaders and managers know their school well and their self-evaluation is realistic. Following a period of change in headship and management approach over the past 18 months, the interim headteacher has concentrated on keeping the school on an even keel and has made much-needed improvements. For example, she has improved classroom partitioning, improving the quality of learning by giving pupils classrooms rather than open spaces in which to learn. The school has met some of the recommendations from the last inspection. For example, pupils now have effective targets, shared with their parents and carers, to enable them to see clearly what they need to do to improve. However, pupils' attainment in writing still lags behind their reading and mathematics. Overall, the school has a satisfactory capacity for sustained improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' learning to at least good overall in order to raise attainment, especially for the more able, by:
 - raising the level of challenge for all pupils
 - improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning
 - ensuring that the school's tracking of pupils' progress is used more effectively in the classroom to enable all pupils, but particularly the more able, to receive appropriate support and work which is tailored more accurately to their needs.
- Raise pupils' attainment in writing throughout the school by ensuring that pupils have as many opportunities as possible to practise their writing skills in a range of topics.
- Improve the quality of the Early Years Foundation Stage by:
 - expecting all adults to provide stimulating questioning to enable the children to use language effectively
 - providing richer and more varied learning experiences in both the indoor and outdoor learning areas.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory overall, and they report that they enjoy school and like their teachers. Pupils' attainment is in line with national averages overall, but slightly below average in writing. Those with special educational needs and/or disabilities make satisfactory progress in line with others, because they receive targeted support in class or in small withdrawal groups. Where lessons engage pupils and provide them with responsibility for their own learning, they make faster progress than in others where they are passive learners. For example, in one lively Year 2 lesson pupils were excited about learning a new skill, Chinese calligraphy. The lesson, which built effectively on their prior introduction to Chinese life, culture and New Year celebrations, provided exciting opportunities for pupils to develop artistic and computer skills and to share their enthusiasm with others through discussion. All too often, however, teaching does not fully exploit the pupils' natural curiosity, and in these cases they make slower progress. A scrutiny of pupils' work throughout the school shows that teachers' expectations are not always sufficiently high to enable the more able to do as well as they can, particularly when tasks lack sufficient challenge.

Pupils are friendly, confident and polite to visitors. They understand the importance of taking exercise and eating a healthy diet, and explain, 'Chocolate isn't good for you.' They feel safe in school and know the adults will support them if they have any concerns. Behaviour is good, particularly in lessons, and this reflects their good spiritual, moral, social and cultural development. Pupils gain a good deal from the many opportunities for them to take responsibility within the school. They make a good contribution to the school

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and the wider community, for example, by serving on the litter patrol and raising money for charities. Their regular attendance, and the satisfactory grounding they acquire in the basic skills prepare pupils adequately for the next stage of schooling.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the best lessons teachers set a brisk pace and use challenging tasks to stimulate pupils to think for themselves. For example, in one mathematics lesson for children in the Reception Year, the topic of pattern-making fully engaged the children. Some stood in front of the class, holding up a sequence of sheets of coloured paper, and the others were invited to work out the next colour in the sequence. In this way each child was involved and interested. The class then divided into groups and the activities on each table were carefully organised, ensuring that each group, whatever their needs, were given a good level of challenge. Their learning was rapid, because they were all engaged in discovering facts for themselves. However, this is not the case in every lesson, and teachers do not always use the assessment information about pupils' current attainment to provide them with tasks with the level of challenge that best fits their needs. In some lessons, too little is expected particularly of the more able pupils and in these cases they make less progress. Sometimes pupils spend too long passively sitting on the carpet listening to the teacher, and in these cases the helpful teaching assistants are underused, and pupils sometimes become restless and fidgety.

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Activities to enrich the basic curriculum are interesting and wide-ranging. The themed weeks and the variety of trips and visits to places of interest are appreciated by the pupils and are important in broadening their horizons. The curriculum has a sound focus on the basic skills, but does not always provide all pupils with sufficiently challenging tasks. Pupils do a little less well in writing, and the school recognises that not enough is done to develop their fluency, because they have too few opportunities to write at length on a variety of stimulating topics.

Pupils are given satisfactory care and support, and the care of vulnerable children is a particular strength. The breakfast club offers healthy food and provides an interesting range of activities that ensure the pupils concerned have a settled start to the day. Each individual is known and cared for by 'the warm and welcoming staff', as one parent commented. However, systems are not always sufficiently tight to ensure that pupils are given the best care. For example, arrangements to support pupils with special educational needs and/or disabilities during the extended leave of the special needs coordinator are insufficiently robust. Transition arrangements are sound, and pupils moving into Year 3 at the partner school in the planned federation are particularly well prepared for the next stage of schooling.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

One parent commented: 'The temporary head has been wonderful and has a nice manner with the children, parents and teachers alike.' In little over a term, the interim headteacher has created a cohesive team, and is presiding over a smooth handover period until the planned federation takes place. The ambition of leaders and managers to improve the school is satisfactory. They understand their school and have rightly prioritised raising attainment, especially for the more able, in their planning. However, there has not been time for their plans to have had sufficient impact. The governing body is fully involved in the life of the school, and governors have a broadly accurate understanding of its strengths and weaknesses. However, they do not always sufficiently hold the school to account, particularly in relation to pupils' attainment.

The classroom observations made by leaders and managers accurately identify the aspects of teaching which are satisfactory and those which are good. However, observations are not sharply enough focused on how pupils learn and are sometimes too tolerant of teaching which is adequate rather than stimulating.

Leaders and members of the governing body ensure that safeguarding procedures are effective, and that vetting procedures of adults who work with children are consistent and

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kept up to date. They promote equality of opportunity and tackle discrimination adequately, ensuring that all pupils, whatever their background or needs, make satisfactory progress overall. Their promotion of community cohesion is satisfactory. They have created a cohesive school with a strong sense of its history and importance in the local community, and have fostered good links, for example with a number of local schools, to help pupils develop good sporting opportunities. As yet, school leaders do not sufficiently develop pupils' national and global links with the world beyond the school to ensure that pupils have a full understanding of other people's faiths and ways of life. Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through the school's informative website and through regular newsletters.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The children enter the Nursery with personal, language and number skills which vary, but which are broadly similar to those expected for their age. They make satisfactory progress in acquiring new skills through the Nursery and Reception Years. Induction arrangements are effective and the children quickly settle into the morning or afternoon Nursery sessions. The school builds and maintains good relationships with parents and carers. Children in the Reception Year are placed in either of two classes, one for Reception children only, and one in which Reception children are taught alongside Year 1 pupils. The quality of the provision varies across the Early Years Foundation Stage, and some children have more opportunities for play-based activities indoors and outdoors than others. Children who have more opportunities to choose their own activities tend to make faster progress in their learning than those who are expected to sit passively on the carpet for long periods listening to their teachers.

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In the best activities, adults develop children's interest through questioning to promote higher-level thinking, asking the children, for instance, such questions as 'How do you know that?', rather than taking the child's first response as sufficient. Occasionally, however, adults do not extend the children's speaking through sufficiently well-targeted questioning, and this inhibits faster progress and better overall achievement in their learning. Children develop satisfactory personal qualities overall. Their immediate needs are met and their progress is carefully recorded. However, opportunities are missed to enable children to develop good personal qualities, such as by sharing fruit with one another and eating sociably at snack times. The Early Years Foundation Stage is satisfactorily led and managed. Leaders plan well to provide focused activities for children in need of extra support and to ensure that children are kept safe. However, leaders and managers are insufficiently energetic in planning a more exciting curriculum with more varied play opportunities to build the children's physical agility and to stimulate their imagination.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

All parents and carers who returned questionnaires or who spoke to inspectors agreed that their children enjoy school and that it keeps them safe. Parents and carers were unanimous in feeling that the school takes their views into account and helps them to support their children's learning. Inspectors found that the school engages well with parents and carers. All agreed that teaching is good. Inspectors found examples of good teaching but judged teaching overall as satisfactory. Most agreed that the school prepares their children well for the next stage of schooling and that they are making enough progress. The findings of the inspection are, however, that these aspects are satisfactory rather than good. Parents and carers were unanimous in being happy with their children's experience at the school. One commented, 'This is a lovely school and my child is really happy here.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beauclerc Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	67	18	33	0	0	0	0
The school keeps my child safe	47	85	8	15	0	0	0	0
My school informs me about my child's progress	28	51	24	44	2	4	0	0
My child is making enough progress at this school	26	47	24	44	3	5	0	0
The teaching is good at this school	30	55	25	45	0	0	0	0
The school helps me to support my child's learning	35	64	20	36	0	0	0	0
The school helps my child to have a healthy lifestyle	31	56	22	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	40	24	44	1	2	0	0
The school meets my child's particular needs	31	56	22	40	1	2	0	0
The school deals effectively with unacceptable behaviour	24	44	29	53	0	0	0	0
The school takes account of my suggestions and concerns	30	55	25	45	0	0	0	0
The school is led and managed effectively	30	55	22	40	0	0	1	2
Overall, I am happy with my child's experience at this school	33	60	22	40	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 February 2011

Dear Pupils

Inspection of Beauclerc Infant and Nursery School, Sunbury on Thames, TW16 5LE

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. You go to a satisfactory school, which means that it does some things well and that others need to be improved. Here are some of the things your school does well.

- It keeps you safe and healthy.
- You behave well and pay close attention in lessons.
- You are polite and respectful to visitors.
- You enjoy taking on responsibilities in your school and keeping it tidy.
- Your parents and carers like your school, and it keeps them well informed.

You make satisfactory progress and leave school with results which are very much like those of pupils in the country as a whole. Those of you who find work quite easy do not always get the chance to do your very best work. We have therefore asked the adults to give all of you more chances to take charge of your own learning and to provide tasks that suit your individual needs and challenge you to do your best. You should soon begin to find that the pace of lessons becomes brisker.

We know you love writing, so we have asked your school to give you more opportunities to write on even more interesting topics than you do already.

We have asked your school to make sure that the younger ones among you learn through play as much as possible, and have the chance to do many more exciting activities.

You can play your part in helping your school to become better. Make sure you work hard. If you do not understand anything, do ask an adult straight away.

We wish you the very best for the future.

Yours sincerely

Natalia Power

Lead inspector

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