

Beauclerc Infant and Nursery School

116 French Street, Sunbury on Thames, TW16 5LE

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There has been a consistent improvement in achievement over the past three years with attainment being significantly above average in all subjects.
- Achievement is on an upward trend in writing and mathematics, with more-able pupils making significant progress in reading.
- Pupils achieve well because of consistently good teaching across all years.
- There is a welcoming environment. Pupils are respectful of the school's values. Their spiritual, moral, social and cultural development is promoted well.
- Pupils who are more vulnerable are supported well within and outside school and are making good progress.
- Pupils have a voice in the school through taking on various responsibilities. They have helped maintain and develop the school environment.
- The leadership team checks on pupils' learning, highlights any underachievement and provides support for those in most need.
- Leaders and governors are focused effectively on raising standards and improving the school further.

It is not yet an outstanding school because

- Some lessons do not meet the needs of all pupils and so they are not always aware of what they have to improve to achieve more.
- The pace of some lessons is too slow and there are missed opportunities to reinforce learning, particularly in writing and some areas of mathematics.
- Planning is not always detailed enough to show what pupils' next steps are in their learning.
- Leaders do not have accurate evidence of pupils' progress in writing to show how teaching has had an impact in all aspects of their learning over time.

Information about this inspection

- Inspectors observed 13 lessons of which six were jointly observed with the headteacher.
- Inspectors considered a range of evidence including the school's development plan and self-evaluation, monitoring reports, policies on child protection and special educational needs, case studies, pupil premium records, attendance records, minutes of governing body meetings, safeguarding information, classroom displays and records relating to behaviour and safety.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, those responsible for the Early Years Foundation Stage, the pupil premium champion, the Chair of the Governing Body and a parent governor and a representative of the local authority.
- Inspectors attended an assembly, observed break times, lunchtime and the breakfast club.
- Inspectors took into account 44 responses to Parent View, the online questionnaire, and discussions with parents. Inspectors took account the views of staff in 23 questionnaires.
- Inspectors looked at the school website.
- Inspectors analysed information on pupils' achievement across the school over the past three years and the school's own achievement data.
- Inspectors looked at samples of pupils' work, listened to a number of pupils read in Years 1 and 2 and observed the teaching of phonics (the sounds that letters make).

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Ramesh Kapadia

Additional Inspector

Andrew Lyons

Additional Inspector

Full report

Information about this school

- This school is a smaller-than-average sized infant school.
- Children join the Early Years Foundation Stage part time in Nursery and then full time in Reception.
- There is one whole class of Reception pupils and one whole class of Year 2 pupils. All other pupils are grouped in mixed-age classes. There is one class with Reception and Year 1 pupils and one class with Year 1 and Year 2 pupils.
- The proportion of pupils eligible for the pupil premium which provides additional funding for children in local authority care, pupils known to be entitled to free school meals and those with parents serving in the armed forces, is below average.
- The majority of pupils are from White British backgrounds with a small number of pupils coming from a range of different ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average.
- The proportion of those who are supported at school action plus or with a statement of special educational needs is below average.
- Beauclerc Infant and Nursery school works in a federated trust with Chennestone Primary School in Sunbury-on-Thames. The headteacher is responsible for both schools. There is a governing body which is responsible for both schools.
- The school works with 24 other schools through a local confederation.
- There is a breakfast and after-school club each day managed by the governing body.
- A new substantive headteacher was appointed in April 2011 following the previous inspection.

What does the school need to do to improve further?

- Improve teaching to make sure it is outstanding by making sure that:
 - planning meets the needs of all pupils, particularly in different genres of writing and some aspects of mathematics
 - pupils have enough time to work by themselves so that they are purposefully engaged throughout each lesson
 - all pupils know what they need to improve in their work.
- Develop the role of leaders and managers by:
 - having a sharper focus and a range of evidence to show how well individual pupils perform over time, particularly in writing and in some aspects of mathematics.

Inspection judgements

The achievement of pupils is good

- In 2010 children entered Reception below expectations. School and national data show that these pupils have achieved at least average standards by the end of Year 2 and are making good progress.
- Since 2011 children entered the Nursery broadly in line with expectations. By the time they leave Reception they make at least good progress showing that teaching has improved under the current leadership.
- In 2012 the Year 1 pupils did better than national expectations in the phonics screening check. A systematic approach to phonics from Reception onwards has helped continue this trend and the current Year 1 are on course to be better than the national standard once again.
- Improvements in teaching and learning and a strong focus on reading and writing mean the proportion of more-able pupils are on course to be above average in writing and mathematics and well-above average in reading, showing that achievement is good.
- Reading is given a high priority. Pupils read widely and often. They are well supported by parents at home. Pupils from Year 1 read with confidence to the inspectors, using their good knowledge of phonics. They were very keen to discuss their chosen books commenting on the authors and illustrations. More-able Year 2 readers had an exceptional understanding of what they were reading and their reading ability was well above their chronological age.
- Learning support assistants provide effective support for disabled pupils and those who have special educational needs. They are trained well in specific areas of need such as speech and language. Outside agencies, such as educational psychologists, help those pupils who have very specific learning needs. As a result, considering their starting points, pupils making good progress in reading and writing and nationally expected progress in mathematics.
- The small proportion of pupils from minority ethnic backgrounds progress in line with other pupils. Although few in number, pupils who speak English as an additional language have made at least expected progress with examples of good progress.
- The gap between pupils who are eligible for the pupil premium and their classmates has closed across all year groups so that there is no difference in their attainment in both English and mathematics. In Year 2 there are some examples of outstanding achievement by a few individuals, particularly in reading. Those who have complex needs have made good progress.

The quality of teaching is good

- Children get off to a good start in Nursery. They could recall previous learning about shapes, using the specific language such as 'triangle' and 'square' while making sandwiches, showing they make good progress in the development of mathematical vocabulary.
- In Reception, teachers plan stimulating, exciting and engaging tasks which meet the pupils' needs. There is good use of information and communication technology to improve their language development. For example, children imagined they were on Safari in Africa, naming the appropriate animals and terrain they observed on their journey.
- In the good lessons, pupils are always engaged in their learning, supported by probing open-ended questions to develop their thinking. There is a purposeful learning environment with pupils assessing their work independently or with their peers.
- The learning support assistants work well to improve the progress of those they are working with. Teachers have good subject knowledge which they impart when supporting pupils in their learning. For example, in a Year 2 writing lesson the teacher helped the pupils think of different ways to make sentences more interesting, with the aid of information and communication technology to demonstrate an exciting beginning to a story with the help of the pupils. Independent research skills allowed them to use a dictionary or thesaurus to improve their

paragraphs of descriptive language.

- In the few less than good lessons the pace of the learning slows and there are too few opportunities for pupils to be actively engaged, particularly in writing and some aspects of mathematics. This is because the planned work is not meeting the needs of the pupils. There is a lack of resources to support less-able pupils and not enough challenge for the more able. Pupils do not always have a chance to help each other in their work or independently check their work based on what they need to learn by the end of the lesson.
- There is good support for some groups of pupils to improve their work. Pupils are given activities to support the next steps in their learning. This is not the case for all groups. Some pupils are not always aware of what they have to improve to meet their learning needs and there are missed opportunities to correct pupils' mistakes. Consequently, opportunities for pupils to improve their work further are lost.
- Throughout the school, classrooms are bright and welcoming with displays that support the topics they are learning as well as celebrating what pupils have achieved in their art, topic work and some writing.

The behaviour and safety of pupils are good

- In Nursery and Reception, children share the equipment and help each other learn. For example, in Reception some boys were testing how far they could throw a spade across sand, with one child supporting another by helping him find various ways of throwing his spade.
- In some lessons which are less than good pupils can sometimes become distracted when the teaching does not fully engage them.
- Pupils are polite and welcoming both in class and around the school. There are good relationships between the staff and the pupils. At break and lunchtimes pupils happily play together, sharing the equipment available to them and monitored effectively by the staff on duty.
- Parents reported that they feel their children are safe in school. Pupils believed that the adults looked after them well and kept them safe. There are opportunities to learn about various types of safety across the school curriculum such as, electrical, fire and road safety.
- Pupils understand what bullying means and the types of bullying that may occur. Pupils believe that bullying does not take place at school. All relevant incidents are monitored by the school effectively. Procedures support pupils in reporting bullying if it occurs.
- Social, moral, spiritual and cultural awareness is developed well. Pupils are proud of their school. Moral values are taught throughout the curriculum. There is a strong link made with UNICEF's 'Right-Respecting School' Programme. Discrimination of any kind is not tolerated.
- Pupils have responsibilities from Reception to Year 2 such as tidying equipment away, handing out books and whiteboards. Pupils have a voice in the school through whole-school responsibilities which they take seriously. There is a school council democratically elected by the pupils and an 'eco council'.
- Attendance is average and lessons start punctually each day.

The leadership and management are good

- The leadership team under the new headteacher has been determined to secure better teaching and raise standards and has a good informative, detailed school development plan to tackle any issues. The school promotes equal opportunities well.
- Leadership has been strengthened by combining the expertise of the schools together. As a result, through lesson observations and robust performance management, teaching has improved with each teacher having development points to make sure the pupils in their care make better progress. The improvement adviser from the local authority has supported this process to strengthen leadership and the quality of teaching.

- Through the local confederation of schools the school has used professional development for newly qualified teachers, special educational needs and the Early Years Foundation Stage to enhance the expertise of the adults to improve the learning of pupils.
- Pupils who are more vulnerable are supported well within and outside school. The senior leadership team highlights any underachievement and uses appropriate interventions to make sure pupils make at least the same progress as their peers. Those pupils entitled to pupil premium funding have a specific member of staff called a 'pupil premium champion' to make sure their needs are met and that they make at least expected progress, if not better than their peers.
- Although leaders have systems to monitor the progress of groups and individuals in school, they have not developed an accurate evidence base of pupils' progress in writing and some aspects of mathematics to show how teaching has had an impact on the achievement of all pupils.
- The curriculum provides enrichment activities for pupils to extend their learning experiences. Pupils can recall trips linked to their topics such as a visit to a pantomime, a farm and a transport museum. After-school clubs such as football, tennis and dance are well attended.
- There is a strong parent association which supports the school in its efforts to improve the learning opportunities of all pupils. Through raising money and organising events the parent association strengthens links with the local community and the school.
- Parents reported that they were pleased the school had a breakfast club because it provided a safe and fun environment for their children and gave them an opportunity to go to work early.
- **The governance of the school:**
 - The governing body provides good leadership and challenge. It has members who have educational experience who understand the strengths and areas for development in teaching and the various phases of learning. Governors, including parent governors, attend school other than at just the usual times of meetings to find out what goes on. Governors are involved in setting the strategic direction of the school through planning days with the senior leadership team. They understand the improvements made since the previous inspection and are informed about key issues. They have attended relevant training from the senior leaders and the local authority to support the school's needs and to get an accurate view of the school's performance. Governors are aware of which groups are performing well and oversee the allocation of the pupil premium, the budget and any pay rises. With the support of the local authority, they hold the headteacher to account for the performance of her staff. Through the headteacher's performance management, the governors give her robust targets linked to pupils' progress. The school meets statutory requirements for safeguarding.

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

Unique reference number	125096
Local authority	Surrey
Inspection number	406288

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	160
Appropriate authority	The governing body
Chair	Tirza Bagnulo
Headteacher	Sue Jackson
Date of previous school inspection	3–4 February 2011
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