

Beckley Church of England Primary School

Church Street, Beckley, Oxford, OX3 9UT

Inspection dates 10–11 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and reach good standards in reading, writing and mathematics.
- Most teachers use their understanding of what pupils already know to plan appropriate levels of challenging work for pupils of all abilities. They have high expectations of pupils' work and behaviour.
- Pupils enjoy subjects across the curriculum which are woven into interesting topics.
- Pupils work hard and concentrate on their learning. Good behaviour and attitudes to work help them to achieve well. They are polite and respectful to adults and other pupils.
- Parents and pupils are happy with the work of the school and regard it as the focus of the community.
- Relationships at all levels are happy, and pupils say that they feel safe because everyone in school cares for them. Older pupils take pride in supporting younger ones.
- Leaders have established high expectations of themselves and everyone in school. They monitor pupils' progress and make sure that areas for improvement are addressed urgently.
- Governors undertake a wide range of training so that they can check the progress pupils make and the effectiveness of the way funding is used.
- Children in the early years make good progress from their starting points. They develop confidence in learning because teachers understand what pupils know and set up activities which stretch children of all abilities.

It is not yet an outstanding school because

- Teachers' use of questioning, assessment, marking and feedback is not of a consistently high quality across year groups. As a result pupils do not always learn as well as they could.
- Teachers do not routinely have opportunities to learn from the schools' strongest practitioners.
- There are not enough opportunities for pupils to reflect upon their personal development and to show their determination to succeed in all classes.
- Children in the Reception class do not apply their skills sufficiently through creative activities indoors and in the outdoor environment.

Information about this inspection

- The inspector visited 16 lessons, and examined work in pupils' books.
- She observed pupils' behaviour in lessons, around the school, and at break and lunchtimes. She had a formal discussion with the school council and informal discussions with other pupils.
- The inspector took account of the 33 responses to the online questionnaire (Parent View) and a letter from a parent. She also took account of the 13 responses to staff questionnaires.
- The inspector met with parents, the headteacher, other school leaders, a group of governors, and held a telephone meeting with a representative of the local authority.
- The inspector looked at school documents, including information about pupils' achievement, records of behaviour and attendance, records of monitoring, the school self-evaluation, plans for improvement, and information relating to safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Children attend full time in the Reception class.
- Most pupils are White British, and almost all pupils speak English as their first language.
- The proportion of pupils who are eligible for support from the pupil premium, additional funding for pupils known to be eligible for free school meals and children who are looked after, is below average.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- Two members of the senior leadership team took up their posts in September 2014.
- The school received a SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection in January 2015.
- The school offers an after school care club which is managed by the governing body.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by:
 - ensuring that all teachers use of assessment, questioning, marking and feedback is of high quality so that all pupils are able to develop a deep understanding of their subjects, know how to improve their work and learn really well
 - Sharing widely the very good practice that exists in the school, so that all teachers can develop into outstanding practitioners.
- Raise pupils' behaviour to outstanding by developing greater opportunities for all pupils to reflect upon their personal development and to demonstrate a determination to learn and succeed.
- Develop greater opportunities for children in the Reception class to apply their skills in creative activities, both indoors and in the outdoor environment.

Inspection judgements

The leadership and management are good

- The headteacher has established high expectations of all staff and pupils. She has also established a new team of leaders who have very quickly established systems to monitor the school's work thoroughly. They focus very carefully on areas which need to improve and make sure that staff have appropriate training. There have not been enough opportunities for staff to learn from those who demonstrate very high quality practice and achieve excellent outcomes for pupils.
- The pupil premium is used well to provide disadvantaged pupils with extra support in classes, targeted teaching and access to visits, music lessons and clubs. This is having a positive effect upon the achievement of these pupils.
- The primary school sport funding has been used to offer extra coaching and additional specific sports like sports hall athletics, tag rugby and netball. Pupils are very proud that they win many tournaments in these areas, and they practise these skills in their free time at play time and dinner time. Staff work with the coaches to develop their own skills.
- Subject leaders use evidence from lessons and from pupils' work to identify areas which need to improve, and then set out clear plans to address these.
- Parents are very happy with the work of the school and see it as the heart of the community.
- Safeguarding policies meet national requirements and are followed by all members of the school community.
- The school is strongly committed to ensuring equality of opportunity for pupils of all abilities and backgrounds, seen particularly in the way in which it tracks the progress of pupils to make sure that they all achieve equally well.
- Pupils greatly enjoy the exciting topics which make a very rich curriculum. Reading, writing and mathematics skills are developed effectively across all subjects within the topics. A variety of inspiring visits and visitors greatly motivate pupils to do their best.
- The school uses its standing and position in the community, along with the school council which represents pupils' views, to build an awareness of British values. When pupils were asked how they develop an understanding of important issues like justice, fairness and staying safe from radicalisation, they talked about their focus from a very early age on honesty, care for each other and tolerance. This is a strong emphasis in all aspects of school life, and there is no discrimination of any kind.
- During assemblies and in all their subjects, pupils learn about different faiths and cultures. Their spiritual, moral, social and cultural awareness is developed in learning about the faith and traditions of people with diverse backgrounds and celebrations, and in the growing links with a school in Ghana.
- The local authority brings light touch support for the school through tracking pupils' achievement.
- **The governance of the school:**
 - Governors have undertaken a wide range of training to ensure that they are able to make judgements about pupils' achievements for themselves. They use their visits to lessons and the information about pupils' progress to identify strengths and weaknesses in the school and to plan appropriate improvements.
 - Governors make sure that finances are maximised to support pupil progress. They make sure that additional funding, such as the pupil premium, is spent on those pupils eligible for this support. They monitor the impact of this spending, using the school's finances well to target improvement, and then monitor carefully the progress towards raising achievement.
 - Governors judge the success of the school, using the appraisal system to hold staff and leaders accountable for the achievement of pupils across the age range. They use this information to make decisions about pay progression.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They demonstrate concentration and perseverance in their work. Their good behaviour in lessons, and on the playground, helps them to make good progress and contributes to the happy and purposeful atmosphere in the school.
- Pupils are committed to their learning and enjoy working on their own or in teams with others. For example, in an English lesson in Year 5, they worked in mixed-ability groups to produce plays based on

Greek myths. They cooperated to a high standard and ensured that everyone in the group had an equal part.

- Pupils are polite, courteous and respectful to everyone in the school community.
- Records show that there is very little disruption to lessons and few problems at play time and dinner time. Staff work with any pupils who have difficulties so that they can make progress quickly.
- While behaviour is at least good in all classes, it is not yet outstanding across the school. There are not yet enough opportunities for all pupils to reflect on their personal development or to demonstrate a determination to succeed in all classes.
- Pupils take care of younger pupils as mentors, and enjoy their responsibilities, including representing their classes on the school council. They enjoy visits, clubs, and the rewards they receive for their work and behaviour. They are proud of their school and of the way in which it values each pupil for their special qualities, which make the school special.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and know how to get help if they need it. They are proud of the care shown by all members of the school community. They talked about the way in which they learn to understand dangers around them, for example roads, strangers, and technology such as mobile phones and the internet.
- Pupils know how to act in order to keep themselves and others safe. They believe that the values taught in school help them to stay safe from the dangers of radicalisation. They develop respect and tolerance for people of all backgrounds and needs, so that name calling and racism are rare.
- Pupils insist that there is very little bad behaviour or bullying, and that they are dealt with effectively if they happen. They learn about the various kinds of bullying, including any to do with new technologies.
- The school site is secure and all necessary checks are carried out on visitors and before appointing new staff.
- A club for after-school care offers a safe and happy environment where pupils of all ages are well supervised and enjoy a wide variety of activities.
- The school has developed robust policies to improve attendance, which is above average.

The quality of teaching

is good

- Teachers have high expectations of all pupils and use detailed progress information to check their achievement and address any areas of under performance. Pupils make good progress in reading, writing and mathematics because most teachers understand what pupils can do and plan work which stretches pupils of all abilities.
- While pupils across the ability range make good progress, in some classes the levels of challenge are not yet enabling pupils to progress at the fastest possible rate because some teachers are not as secure in assessing what pupils already know.
- In most classes, teachers and teaching assistants ask very focused, probing questions which help pupils to develop a deeper understanding of their subjects. Most teachers give feedback to pupils and mark their work in a way that helps them to know how to move forward. This is not yet consistent across the school.
- Less experienced teachers are already enabling their pupils to make good progress. They do not yet have enough opportunities to watch and learn from those teachers whose pupils are making excellent progress.
- Staff and pupils share very happy relationships which encourage pupils to work hard. Pupils enjoy receiving praise and rewards for behaviour and good work.
- Good teaching of phonics (letters and the sounds they make) is helping pupils to progress well in their reading and spelling.
- Teachers use homework well to give further practice for basic skills in reading, writing and mathematics. They also encourage pupils to research information for the exciting topics taught, or to present their learning in exciting ways.
- Teaching assistants are generally well trained and make a valuable contribution to pupils' learning.
- All staff ensure that spiritual, moral, social and cultural awareness is developed through all aspects of the school day. For example, pupils explore what it means to be respectful and tolerant as they study a variety of cultural festivals.

The achievement of pupils is good

- Year group sizes vary from year to year, and this causes children's attainment on entry to school to fluctuate.
- In the 2014 Year 1 check on pupils' phonic skills, their results were slightly above those seen nationally.
- At the end of Year 2 in 2014, pupils achieved levels which were above those seen nationally in writing and mathematics and broadly in line with the average in reading.
- Pupils' reading skills are now developing more rapidly as pupils move through the school, and by Year 6, they have great confidence and a high level of understanding. They greatly enjoy their reading and talk about their favourite books and authors with considerable knowledge.
- The small number of disabled pupils and those who have special educational needs make good progress because their needs are identified at an early stage and they are well supported.
- In 2014, the achievement of pupils in Year 6 was above other pupils nationally in writing and mathematics and broadly in line in reading. Disadvantaged pupils make good progress by the end of Year 6, but it is not appropriate to compare their achievement to their peers in school, or others nationally, because they are very small in number.
- The most able pupils in school achieve high standards and make rapid progress in reading, writing and mathematics, particularly in Years 5 and 6, as they are able to apply the skills they have developed in lower year groups. For example, in a Year 6 mathematics lesson, the most able pupils were able to rotate complex shapes on an axis and accurately predict the new coordinates with very little help. Their written work was exceptional in technical detail and beauty of language, and is used as a great example to inspire others.
- Pupils also enjoy applying these skills in researching exciting topics in school and at home. They build models, present statistics, and investigate scientific principles. They also take advantage of visits to venues and activities which support the various topics, and specialist visitors are also used to support this aspect of their learning well.

The early years provision is good

- Leaders make sure that staff have appropriate training so that they understand the curriculum and can assess children's achievement accurately.
- Children's attainment on entry to the Reception class fluctuates from year to year because of the small size of year groups. Generally they join at levels of attainment which are broadly in line with those typical for their age. Children make good progress because staff generally understand what children can do and plan appropriate activities carefully. They intervene appropriately to extend children's learning in activities chosen by the children, and make good use of lessons led by staff to develop reading, writing and mathematics skills.
- While children make good progress in all aspects of the curriculum, there is not yet enough attention to the creative aspects of learning, both indoors and outside.
- Children's good behaviour and attitudes help the children to develop well. They concentrate and persevere, and work happily on their own or with others. Consequently, they are well prepared to enter Year 1 with confidence in their ability to learn.

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	123175
Local authority	Oxfordshire
Inspection number	449765

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Mrs Kate Kelly
Headteacher	Miss Claire Bishop
Date of previous school inspection	1-2 December 2009
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