

# Beckingham Primary School

The Limes, Beckingham, Doncaster, South Yorkshire DN10 4QN

## Inspection dates

20–21 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and staff have created a positive learning environment. Caring relationships and well-established routines encourage pupils to have good attitudes to their learning.
- The curriculum is broad and balanced. Pupils study a range of subjects in some depth.
- The arrangements for safeguarding are fit for purpose.
- Leaders have refined their plans for improvement. The plans contain sufficient information for governors to hold leaders to account. Until recently, governors have not had a systematic approach to checking the work of the school.
- Leaders at all levels do not evaluate the impact of their actions sufficiently well to know for certain what is successful and what needs to change.
- Leaders have recently introduced a new approach to teaching writing. The approach has not had time to become embedded in all classes. Where it has been in place for longer, there are early signs that pupils' writing is improving.
- Leaders develop pupils' spiritual, social, moral and cultural understanding effectively.
- Teachers plan learning that meets pupils' needs and builds logically on what they already know and can do.
- Teachers and teaching assistants use their strong subject knowledge to explain new concepts to pupils clearly.
- Pupils achieve well throughout the school in reading and mathematics. However, a lower proportion of pupils have attained the higher standard in writing by the end of Year 6 than has been seen nationally for the past three years.
- Teachers do not make sure pupils accurately use their spelling and punctuation skills when they write.
- Pupils behave well in lessons and around school. They are well-mannered. They speak articulately about their school and why they like it.
- Pupils' attendance is above the national average. They are keen learners. They participate well in their lessons and get on well with their work.
- Children get off to a flying start in the early years. Adults plan learning that captures their imagination and interest. Children make strong progress from their different starting points.

## Full report

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

- Improve the effectiveness of leadership and management by:
  - developing the skills of middle leaders so they can improve the quality of teaching and outcomes in their areas of responsibility
  - ensuring that leaders and governors evaluate more carefully the impact of their actions so they can plan for improvements with greater precision.
- Improve the teaching of writing, thus enabling a greater proportion of pupils to reach the higher standard by ensuring that teachers:
  - fully embed the new approach to teaching writing across the school
  - insist that pupils use their spelling and punctuation skills accurately every time they write.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders at all levels are passionate about providing a high-quality education for pupils in a safe and nurturing environment. Staff know the pupils, and often their families, well in this small school. The majority of parents and carers speak highly of the school and its staff. In particular, they speak positively about the school's recent efforts at improving the information they provide for parents and the care that is offered to their children.
- Leaders have an accurate view of the overall strengths and weaknesses of the school. They have used this information to devise a school development plan that addresses in detail the key priorities for improvement. Leaders have recently sharpened their approach to checking the work of the school. They have introduced a timetable so that governors, and leaders at all levels, can ensure that no aspect of the school's work goes unchecked.
- Leaders rightly identified that outcomes for pupils in writing have been lower than in other subjects. They have recently implemented a new approach to the teaching of this subject. Leaders have provided staff with the appropriate training and resources. Some staff benefited from the opportunity to see the approach in practice in other schools. Pupils' books show early signs of the approach being successful in improving pupils' writing.
- Middle leaders undertake some work to check that pupils study a range of subjects. They take time to talk to pupils about their work and they examine teachers' planning. However, they do not evaluate their findings in enough detail to be able to plan for further improvements in all their subject areas with precision.
- Leaders ensure that pupils with special educational needs and/or disabilities (SEND), and those pupils who are disadvantaged, receive additional support to enable them to achieve well. Leaders ensure that parents have sufficient time to talk about the provision for their child and the progress they make. However, leaders' plans for individual pupils sometimes lack precision. This means they cannot check carefully enough if the support they provide is being successful or whether it needs to be changed.
- The curriculum is broad and balanced. Pupils study a range of subjects. The curriculum is enhanced by a range of visits to bring learning to life for pupils. For example, pupils visited a local education centre to learn more about what life was like for soldiers during the First World War.
- The additional funding for primary physical education (PE) and sport is used to provide training for teachers and to broaden the range of sporting opportunities available to pupils. Additional sporting equipment is provided to encourage pupils to be active at lunchtime. Pupils represent their school at sporting events such as football tournaments and swimming galas, where the school has enjoyed success in recent years. In common with leaders' other plans, the evaluation of how this funding is spent lacks precision. For example, while they keep a check on which pupils participate in sport, leaders do not routinely check whether participation rates are improving.

- Pupils' spiritual, social, moral and cultural development is actively promoted. Pupils learn about a range of religions and cultures. They are developing an understanding of British values.

### **Governance of the school**

- Governors demonstrate a real determination to fulfil their roles well. Minutes of governors' meetings show that they ask challenging questions of school leaders relating to a wide range of the school's work.
- Governors have not always been thorough in their approach to checking leaders' evaluations of the work of the school. They have recently redefined their roles so that key aspects of the school's work can be checked in more detail. They are involved in formulating the school's development plan so they have a good understanding of the current priorities.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders responded swiftly to the minor concerns raised during the short inspection in January 2018. They have ensured that pupils are always accompanied by a member of staff when they use the path between the two sites. Pupils told the inspector that this has made them feel safer.
- Leaders have changed the time of the school's daily assembly so that pupils are in their classrooms at the end of the day, rather than the school hall, so that they can be dismissed to their parents more safely.
- Leaders ensure that all the necessary vetting checks take place when an adult starts to work or volunteer at the school. Staff receive up-to-date training and talk knowledgeably about their responsibilities in relation to safeguarding. They have a clear understanding of how to report a concern about a pupil's welfare, should one arise. Leaders keep records of concerns securely and in detail.
- Pupils are taught how to keep themselves safe. They talk confidently about how to be safe when they use the internet. They are aware of different types of bullying, including cyber bullying. Pupils learn how to cycle safely on the roads. Pupils understand the school's procedures to ensure their safety in the unlikely event of a fire.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching, learning and assessment is good because teachers use their assessments of pupils' understanding to plan learning that builds sequentially on what they can already do. Teachers use their strong subject knowledge to provide clear explanations to pupils. Pupils grasp new concepts confidently.
- Teachers use well-considered questions in lessons to check pupils' understanding. When teachers and teaching assistants spot that pupils have not fully understood the ideas being taught, they step in quickly and address any misconceptions successfully.
- Teachers and teaching assistants support pupils with SEND well in class so they can learn successfully alongside their peers. Adults provide the right amount of support for

pupils with SEND, and to disadvantaged pupils, so that they can become independent learners.

- Teachers promote pupils' understanding of new vocabulary effectively. Words such as 'hesitantly', 'keenly' and 'ravenous' are explained in context so pupils improve their understanding of how to use these words in their own writing. If pupils use a word incorrectly, teachers are quick to make sure the correct meaning is made clear.
- Teachers have recently introduced a new approach to teaching writing. One class has been using the new programme for longer than the other classes and pupils' books show some success in improving standards in writing. However, teachers in the remaining classes have not had time to fully embed the new way of working.
- Pupils' books show that while they are taught important spelling and punctuation skills, teachers do not insist pupils accurately use these skills when they write. Too often, pupils, including the most able, do not use basic punctuation, such as capital letters, or common spelling rules correctly when they are writing.
- The effective teaching of mathematics is characterised by teachers' strong subject knowledge and correct use of technical vocabulary. Teachers provide pupils with opportunities to practise the skills they have learned in problem-solving situations.
- Reading is taught well. Pupils use their phonics skills when they read to help them successfully decipher unfamiliar words. Pupils use skills such as prediction when they read in order to talk about the story. Pupils become confident readers who enjoy a range of high-quality texts.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are keen to talk about their school life and are articulate when giving their views.
- Pupils demonstrate positive attitudes to learning. They respond quickly to instructions from adults and frequently put their hands up to offer answers in class. They cooperate well with their classmates and get on with the work they have been set.
- Pupils take responsibility for important jobs around school, such as helping at lunchtime or operating the laptop during assembly. Pupils elect classmates to represent them on the school council. Older pupils represent their peers as team captains who collate the week's team points and assist the headteacher during team assemblies.
- Pupils can learn to play a musical instrument. Once a year, all pupils can visit the theatre to see a pantomime.
- Pupils told the inspector that bullying is very rare at Beckingham Primary. Some felt that it never happened at all. Pupils learn about different forms of bullying during anti-bullying week. Pupils who spoke with the inspector were certain that if it ever did occur, they could speak to a trusted adult in school who would deal with it successfully for them.
- Pupils understand the importance of eating healthily and taking regular exercise, which staff encourage. Pupils take a very short break during lessons to be physically active in

class. The 'Craze of the Week' is a weekly activity, such as dodgeball, that encourages pupils to be active at lunchtime.

## Behaviour

- The behaviour of pupils is good. Pupils are polite to each other and to adults. They are keen learners and participate with enthusiasm in their lessons, listening courteously to each other's ideas. Pupils follow instructions given to them by adults in class without fuss. They tidy away sensibly and listen attentively when their teacher is talking. No learning time is lost.
- Pupils' attendance is above the national average. Leaders continue to promote the importance of attendance with those few pupils who do not attend school regularly enough.
- Pupils play together sensibly at playtime and lunchtime. Some pupils play running games, while some walk and talk, enjoying the fruit that is provided by the school. In the lunch hall, pupils have good table manners, chatting to their friends as they enjoy lunch together. However, some pupils do not line up as sensibly as they should at the end of lunchtime.

## Outcomes for pupils

**Good**

- The school's own information shows that current pupils, including those with SEND and those who are disadvantaged, make the progress the school expects of them. Some pupils exceed this expectation and make even better progress.
- By the end of Year 6, the proportion of pupils attaining the expected standard in reading and mathematics has been above the national average for two years. The proportion attaining the higher standard in these subjects rose in 2018, to be above the national average in mathematics and well above the national average in reading.
- The proportion of pupils attaining the expected standard in writing by the end of Year 6 was broadly in line with the national average in 2017 and rose to be above the national average in 2018. However, too few pupils achieve the higher standard in this subject.
- The proportion of pupils achieving the expected standard in reading, writing and mathematics combined at the end of Year 6 has been above the national average for two years.
- In each of reading, writing and mathematics, published information shows that pupils have made progress that is at least in line with the national average for the past three years.
- The proportion of pupils achieving the expected standard and the higher standard at the end of key stage 1 in each of reading, writing and mathematics has improved markedly since 2016 so that it is now above the national average in each subject.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check rose in 2018 to be above the national average for 2017.
- Pupils' books throughout the school show that they make strong progress from their different starting points. Books also show that progress in writing, including for the

most able pupils, is hampered because teachers do not ensure that pupils consistently apply their spelling and punctuation skills when they write in English or in other subjects.

## Early years provision

**Good**

- Leaders have an accurate view of the strengths of the early years provision. They use this knowledge to plan carefully for improvements.
- Teaching in the early years is good. The learning environment is bright and inviting. It successfully promotes all aspects of early learning because adults plan learning, both indoors and out, that develops children's skills across the curriculum.
- Leaders have established clear routines for, and caring relationships with, the children. There are no breaches of statutory welfare requirements.
- The teacher plans learning activities that link well together so that learning makes sense for children. As part of their learning about 'light and dark', children have enjoyed the story 'Owl Babies', and a visitor brought an owl into school for the children to see and ask questions. During the inspection, children worked together to create a dark space, which they called 'a den' so that they could use their torches to investigate light and dark further. Adults in class stepped back, allowing children to solve the problem of building a den for themselves by being creative and using what they knew about the resources available to them. The children confidently discussed their plans and helped each other to try out different ideas. Adults' highly skilful questioning promoted children's language well and challenged their thinking, helping them to arrive at a successful solution.
- Leaders involve parents in their child's early school life well. Parents are invited into school to learn about how phonics is taught, for example. Where it might be helpful, teachers work with parents and, if necessary, external agencies to provide additional support for children. Leaders have recently introduced a new system to help them record the progress that children are making. This is a very recent development and the teacher is currently getting to grips with the system so that she can further improve communication with parents.
- Adults model good manners and encourage taking turns. They praise children appropriately when they help their friends, helping them to develop their social skills.
- Children start school with skills and knowledge that are typically in line with their age. Leaders ensure that children can experience school life before they formally start in the autumn term so that they can start school with confidence. The proportion of children achieving a good level of development by the end of the early years has been consistently above the national average for three years. Children make good progress and are well prepared to start Year 1.

## School details

Unique reference number	122615
Local authority	Nottinghamshire County Council
Inspection number	10053146

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Sarah Bowes
Headteacher	Elizabeth Moore
Telephone number	01427 848230
Website	<a href="http://www.beckingham.school.co.uk">www.beckingham.school.co.uk</a>
Email address	<a href="mailto:office@beckingham.notts.sch.uk">office@beckingham.notts.sch.uk</a>
Date of previous inspection	30 January 2018

## Information about this school

- Beckingham Primary School is much smaller than the average-sized primary school.
- The proportion of pupils with SEND, or who are disadvantaged, is much lower than average.
- The majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The school is situated on two sites joined by a path that is owned by Beckingham Village Institute. The school has permission to use the path during the day so that pupils can access the playground and school hall.

## Information about this inspection

- The inspector held meetings with the headteacher and leaders with responsibility for mathematics, computing and the early years. Additional meetings were held with the headteacher because she holds responsibility for English, disadvantaged pupils and for pupils with SEND.
- Meetings were held with two governors, including the chair, and a representative from the local authority.
- The inspector considered the views of pupils through the 23 responses to their online survey. She spoke with pupils at playtime and lunchtime and more formally with a group of six pupils. She listened to three pupils reading. The inspector considered the views of staff through the 11 responses to their online survey. She spoke with parents as they brought their children to school and considered their views through the 37 responses and nine free-text comments to the online survey, Parent View. The inspector also examined the results of the school's own recent survey of parents.
- Alongside the headteacher, the inspector examined the work in pupils' books from across the school. The inspector observed learning in eight lessons, sometimes with the headteacher. She observed pupils' behaviour in class, around school at playtime and lunchtime and during an assembly.
- The inspector considered a range of school documentation, including governors' minutes, reports from the local authority, the school's self-evaluation and the development plan. She examined a wide range of documentation relating to safeguarding.

## Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector

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