

# Beckbury C of E Primary School

Beckbury, Shifnal, Shropshire TF11 9DQ

## Inspection dates

9 to 10 April 2019

<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

- Senior leaders are ambitious for the school. They ensure that their actions focus on improving all aspects of pupils' education.
- Governors are proud to be part of the school. They understand the school's strengths and weaknesses. They provide effective challenge and support for all leaders.
- Pupils' mathematical knowledge, understanding and skills are well developed. Pupils in most year groups now make strong progress.
- Pupils develop a good understanding of spelling, punctuation and grammar rules. They apply this knowledge well when they write extended pieces in English and in subjects across the curriculum. Most pupils throughout the school make good progress in writing.
- Teachers have secure subject knowledge across all areas of the curriculum. They use this to plan lessons that reflect what pupils should be learning in each year group. However, sometimes pupils are not moved on to the next stage in their learning as soon as they are ready. This affects the progress they make and the standards they achieve.
- The curriculum is broad and balanced. Pupils enjoy learning in a wide range of subjects. Teachers plan opportunities to enhance learning to make it interesting and exciting. For example, there are trips and celebrations linked to each topic and pupils have the chance to work with professional experts in subjects including science and art. However, in some subjects, pupils, including the most able, do not have the opportunity to deepen their understanding of what they are learning.
- There has been a significant increase in adults' expectations of what pupils can do. Most pupils work hard and produce work that is typically of good quality. Occasionally, adults do not communicate their expectations clearly enough. As a result, some pupils do not complete tasks as well as they could.
- Children in the early years enjoy learning because activities match their needs and interests. They make good progress in all areas of learning.
- Pupils behave well. They are welcoming to visitors and keen to talk about what makes their school unique. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils know how to keep themselves safe.

## **Full report**

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

- Further improve teaching, learning and assessment by:
  - ensuring that pupils are moved on to the next steps in their learning as soon as they are ready
  - ensuring that all adults have consistently high expectations of the quality of work that pupils produce across all subjects of the curriculum.
- Further improve the quality of leadership and management by continuing to develop the curriculum so that it enables pupils to deepen their knowledge, understanding and skills in all subjects across the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The executive headteacher is ably supported by a strong, passionate and effective leadership team. Since the last inspection, leaders have used their detailed knowledge of the school's strengths and areas for development to ensure that their plans focused on improving the quality of teaching and learning. Leaders ensure that they make regular checks on the quality of teaching and use the information gathered to address any weaknesses as quickly as possible.
- The leadership of English and mathematics is highly effective. Leaders use their deep knowledge of these subjects to ensure that all staff know exactly what pupils should be taught and when. They carry out regular reviews of the work in pupils' books and provide detailed feedback to teachers about what they are doing well and what could be improved.
- Staff enjoy working at the school and morale is high. All staff who responded to Ofsted's online questionnaire agreed that they feel well supported, valued and respected. Staff appreciate the opportunity to work with their peers in schools across the federation. This has been particularly useful for improving the accuracy of assessment of pupils' work in reading, writing and mathematics. In addition, staff who met with the inspector explained that the training they received was beneficial to them in improving their practice. They spoke enthusiastically about individual coaching programmes that have targeted specific aspects of their teaching.
- The leadership of special educational needs and/or disabilities (SEND) is effective. There are clear systems in place for identifying pupils' additional needs and for monitoring the progress that this group of pupils make.
- Leaders understand the barriers faced by disadvantaged pupils who attend the school. They ensure that pupil premium funding is used well to meet disadvantaged pupils' academic, personal, social and emotional needs.
- The curriculum is broad and balanced. Pupils develop knowledge and understanding across all subjects. Throughout each key stage, there are a wide range of opportunities for pupils to take part in trips linked to their topics. In addition, pupils have the chance to work with professional experts who come in to the school and add a greater depth of learning in subjects including art and science. Leaders are continuing to develop the curriculum because they know that in some subjects, pupils do not have as much opportunity to gain a depth of knowledge, understanding and skills.
- The physical education (PE) and sports funding is used well. Pupils spoke enthusiastically about the different sports activities they get involved with, including the opportunity to take part in competitions with other schools in the local authority. Funding is also used to ensure that staff develop expertise in the teaching of PE.
- Pupils' spiritual, moral, social and cultural education is developed well. Pupils are respectful of differences and are considerate of the needs of others. Leaders ensure that pupils have a good understanding of the wider world around them, outside of their village location. In addition, pupils develop a secure understanding of British values and are becoming well prepared for their life in modern Britain.

- The vast majority of parents who spoke to the inspector or who responded to Ofsted's online questionnaire, Parent View, are very positive about the work of the school. They all agree that their children are taught well and that they make good progress.

### **Governance of the school**

- Governors share senior leaders' ambition for the success of the school. They are passionate that the school remains an important part of the village community.
- Governors have a deep understanding of the school's strengths and weaknesses. They are well informed about the impact of leaders' work to bring about improvements in the quality of education and they are determined that this will be built on further.
- Governors provide appropriate levels of challenge and support through their regular visits to the school, links with specific areas of leadership, and communication with parents.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and governors ensure that a strong culture of safeguarding exists throughout the school. All staff receive regular up-to-date training in child protection. As a result, everyone understands the signs of abuse and how they should report any concerns they have. Child protection records are stored securely and reflect how well the school works with professional outside agencies to ensure that vulnerable children get the support they need.
- Pupils told the inspector that they feel safe in school. All of the parents who spoke to the inspector or who responded to Parent View agreed that their children are safe in school and are well looked after. In addition, all members of staff who completed Ofsted's online questionnaire agree that pupils are safe at the school.
- The systems for checking the suitability of staff, volunteers and visitors are thorough. Governors carry out checks of the school's single central record and several members are trained to ensure that safe recruitment practices are followed.

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

**Good**

- Over the past year, the quality of teaching and learning has improved considerably, and it is now good throughout the school. Teachers understand what should be taught in each year group and in each subject. They use this knowledge to plan appropriate tasks and activities to meet the needs of pupils in mixed-age classes in all key stages. As a result, pupils in most year groups make good progress in a range of subjects, including reading, writing and mathematics. Occasionally, teaching does not effectively meet the needs of the most able pupils because they are not sufficiently challenged or given the opportunity to gain a greater depth of understanding in some subjects of the curriculum.
- Mathematics is taught well in all classes. Pupils acquire a good understanding of a range of calculation methods and they apply these confidently when solving problems.

Teachers model the use of mathematical vocabulary well and they have high expectations that pupils will use this language when they are explaining how they have arrived at an answer. In addition, pupils in key stage 1 and key stage 2 have opportunities to apply their mathematical skills in subjects across the curriculum, including science and geography.

- Teachers ensure that pupils acquire a good understanding of grammar, punctuation and spelling. Most pupils apply this knowledge well when they write extended pieces in English lessons and also in a range of subjects across the curriculum, including science, religious education and history. Pupils' books show that as they progress through the school they develop their own writing style because they are encouraged to experiment with punctuation and language choices. Some of the most able pupils in key stage 2 demonstrate a real sense of sophistication in their writing. Occasionally, adults do not have high enough expectations of the quality of writing that some pupils produce, and this affects the progress that these pupils make.
- The teaching of phonics is effective because it develops pupils' understanding of letters and the sounds they make. Pupils throughout the school are encouraged to read and they do so often, both at home and in school. Pupils in key stage 2 spoke enthusiastically and knowledgeably about their favourite authors and books they had particularly enjoyed. Teachers ensure that all pupils have access to a wide range of non-fiction texts linked to topics by using the local authority library service. The pupils told the inspector that they look forward to the books arriving because there is always a good selection.
- Teachers and teaching assistants have positive relationships with pupils. As a result, pupils are willing to take risks and share their thoughts without being afraid to make a mistake. Teaching assistants provide effective support for the pupils they work with. They promote independence by ensuring that pupils know exactly what they need to do to be successful and through knowing the right time to intervene to move learning on.

## 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 confident that adults in school would help them with any problems they might have. Pupils agree that there is always someone at school they can talk to if they are worried about anything.
- Pupils develop a sound understanding of different cultures and religions. They are respectful of differences and say that anyone would be welcome at the school regardless of their skin colour, culture or faith.
- Pupils are confident that there is no bullying at the school and that if there was it would be addressed very quickly. Pupils who spoke to the inspector made it very clear that they would not tolerate any bullying.
- Leaders ensure that the curriculum promotes pupils' understanding of how to keep themselves safe. For example, pupils learn about crossing roads and riding their

bicycles safely. They also know how to use the internet safely and about the risks that strangers can pose. In addition, pupils understand why a balanced diet and physical exercise is important to good health.

- Pupils have several opportunities to take on additional responsibilities. For example, elected school council members have made changes to the school's behaviour system, linked to how good behaviour is noticed and rewarded. Pupils can also become play leaders and office helpers. Pupils are proud to have these extra roles and take them very seriously.
- Most pupils demonstrate positive attitudes to learning and take pride in their work. Occasionally, some pupils do not concentrate as well as they could or take enough care when they complete tasks.

## Behaviour

- The behaviour of pupils is good.
- Pupils are friendly, well-mannered and welcoming to visitors.
- Pupils told the inspector that most pupils follow the school rules and that behaviour is good. They agree that everyone understands how they should behave and that adults apply the rules fairly.
- Pupils conduct themselves well in lessons and as they move around the school. They behave well at lunchtime and enjoy the range of activities on offer.
- Attendance is above the national average and has been for at least three years. Persistent absence is low.

## Outcomes for pupils

### Good

- Due to the low numbers of pupils in each year group, it is not appropriate to make year-on-year comparisons of pupils' achievement at the end of key stages 1 and 2.
- Leaders ensure that they make careful checks on the progress that individual pupils make each term. The school's own assessment information and work in books show that pupils in most year groups make good progress in reading, writing and mathematics.
- Pupils now make stronger progress in writing because of changes made by leaders to ensure that pupils have more opportunities to write in a wide variety of subjects. Some variability remains in adults' expectation of what is acceptable and, as a result, some pupils do not make the progress they should to reach the standards of which they are capable.
- Historically, the proportion of pupils who have attained the expected standard in mathematics at the end of key stage 2 has been significantly lower than in other subjects. However, current pupils' mathematics books show that most pupils throughout key stage 2 are working at the standard typical for their age, with high proportions working at greater depth.
- Overtime, the proportion of pupils meeting the expected standard in the phonics screening check at the end of Year 1 has been at least in line with, and often above,

the national average.

- Evidence in current pupils' books across a range of subjects, including history, geography, RE and science shows that pupils in most year groups are making better progress than in the past. This is because teachers now plan learning that is closely matched to what should be taught in each year group. Sometimes, tasks do not build well enough on what the most able pupils can already do. This limits the progress that this group of pupils can make in some subjects.
- There are very low numbers of disadvantaged pupils and pupils with SEND in each year group. Therefore, in the interests of confidentiality, it would not be appropriate to report on specific outcomes for this group. However, throughout the school these pupils receive effective support, and this is enabling them to make good progress across most subjects in the curriculum.
- In the past, some pupils have not been academically prepared for the next stage in their education because they have not acquired the necessary knowledge and skills in a wide enough range of subjects, including mathematics. This is no longer the case because of improvements in the quality of teaching and learning.

### Early years provision

**Good**

- The early years leader uses her accurate knowledge of the strengths and areas for development across the setting to ensure that her plans for improvement are appropriate. She ensures that adults use their detailed knowledge of individual children's needs and interests, and of the next steps in their learning. Consequently, children make good progress in their academic, personal, social and emotional development. Over time, the proportion of children achieving a good level of development has been above the national average.
- Teachers ensure that children experience a broad curriculum that promotes independence, investigation, exploration and creativity. Many activities are planned so that children can make choices about the resources they use, where they complete the activity and what the finished piece will look like. As a result, most children are highly engaged in tasks and demonstrate good levels of concentration. Occasionally, some children do not focus on an activity as well as they could, and they need additional encouragement to get started.
- The learning environment is organised to promote all areas of learning. Adults ensure that resources are of a high quality and easily accessible to children. The outdoor environment builds on learning indoors because adults ensure that there are links between topics that develop children's understanding of what they are learning about. For example, children enjoy selling the plants they have grown outside, in their indoor garden centre. They understand that plants need light and water to grow and they apply their understanding of number and money in the role play area.
- Phonics is taught well in the early years. Children enjoy learning about letters and the sounds they make because adults make it fun. Adults have high expectations of how children will apply their phonics knowledge when they are reading and writing. However, sometimes adults do not provide enough stretch and challenge for the most able children to develop their use of a wider range of vocabulary when they are talking.

- Relationships between adults and children and between children are very positive. Adults care about the children and strive to ensure that they have a positive, enjoyable experience of school. Children work and play well together. They learn how to share and listen to each other from an early age.
- Children behave well because routines are well established, and children know what is expected of them. For example, during the inspection children were happy to help to tidy up as soon as they were asked to do so.
- Parents are positive about the support their children receive. During the inspection, several parents of children in the early years commented about how pleased they were with the progress their children had made with all aspects of their learning. Leaders promote good relationships with parents through invitations to special events, the provision of workshops to support learning at home and through encouraging parents to contribute to children's learning journeys.
- Safeguarding in the early years is effective. All welfare requirements are met.



## School details

Unique reference number	123460
Local authority	Shropshire
Inspection number	10056199

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Mr Edgar Hastings
Executive headteacher	Mrs Claire Gaskin
Telephone number	01952 750 287
Website	<a href="http://www.beckbury.shropshire.sch.uk">www.beckbury.shropshire.sch.uk</a>
Email address	<a href="mailto:admin@beckbury.shropshire.sch.uk">admin@beckbury.shropshire.sch.uk</a>
Date of previous inspection	27 June 2018

## Information about this school

- Beckbury Church of England Primary School is part of the Trinity Federation. The executive headteacher leads all three schools in the federation.
- This school is much smaller than the average-sized primary school.
- There is an on-site nursery that has places for children from the age of two.
- The majority of pupils are White British.
- A section 48 inspection took place in January 2017.
- The proportion of pupils who are disadvantaged and eligible for the pupil premium is below the national average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have education, health and care plans or a statement of special educational needs is also below the national average.

## Information about this inspection

- The inspector observed teaching and learning in all year groups. The observations were carried out jointly with the director of teaching and learning and the lead teacher.
- The inspector met with pupils and heard pupils from key stage 1 read. She observed pupils at breaktimes and lunchtimes.
- The lead inspector met with the senior leadership team, the early years leader, the leader of provision for pupils with SEND and some subject leaders. She also met with members of the governing body and two representatives from the local authority.
- The lead inspector, alongside school leaders, scrutinised pupils' work from a variety of subjects.
- The lead inspector looked at documentation, including the school's self-evaluation and improvement plans. She also considered information about pupils' progress, behaviour, attendance and safety.
- The lead inspector spoke to parents to gather their views and took account of the 20 responses, including the 18 free-text messages, to Ofsted's online survey, Parent View.
- The lead inspector also took account of the 12 responses to Ofsted's pupil questionnaire and the 14 responses to Ofsted's staff questionnaire.

## Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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