



# Beaconside Primary and Nursery School

Inspection Report

**Unique Reference Number** 116768  
**LEA** Worcestershire  
**Inspection number** 284342  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Brian Cartwright HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Hazel Road
<b>School category</b>	Community		Rubery Rednal
<b>Age range of pupils</b>	3 to 11		Birmingham, West Midlands B45 9DX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4533801
<b>Number on roll</b>	212	<b>Fax number</b>	0121 4576824
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Stuart Marks
<b>Date of previous inspection</b>	7 December 1998	<b>Headteacher</b>	Mr Ross Workman

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 284342
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

## Description of the school

Beaconside Primary and Nursery School occupies spacious accommodation in a suburban setting to the west of Birmingham. Below average numbers of pupils are known to be eligible for free school meals. There are low numbers of pupils from minority ethnic groups, or pupils whose first language is not English. The proportion of the pupils who have learning difficulties and disabilities is slightly above average, but the number of pupils with statements of special educational needs is high. The school houses a specialist base that caters for pupils with autism and pupils with hearing impairment. Census data shows that local economic indicators are favourable.

When the school was inspected in November 2004 it was judged to require special measures. Monitoring visits have been made each term since then to determine the progress the school is making.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Beaconside Primary and Nursery School is now providing a sound education, and has several strengths. In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Standards are improving as a result of effective improvements in teaching and the use of pupil progress information to better monitor learning. School leadership is now good overall with recent significant improvements in the quality of subject coordination. The governors have good information on school strengths and weaknesses that focus on raising achievement. Parents report very favourably on improvements since the previous inspection, citing much more effective communications, better information about the pupils' progress, and a positive impact of the daily act of collective worship. The support and subsequent progress made by pupils who have learning difficulties and disabilities remain good. This is a key feature of the school.

Weaknesses remain in the consistency and effectiveness of day to day marking for older pupils. Lessons do not always challenge the more able, older pupils sufficiently. Opportunities for more independent learning, although now satisfactory, could be still further extended.

The school has enjoyed good support from the local authority (LA) that has rapidly helped improve the quality of provision and the skills of teachers. School resources are good. The school receives generally above average funding and consequently provides satisfactory value for money.

### **What the school should do to improve further**

- Improve the rigour and consistency of day to day assessment and marking so that pupils know how well they are progressing and what they need to do next in order to achieve their potential.
- Further increase the challenge for more able pupils and opportunities for more independent learning for older pupils.

## **Achievement and standards**

### **Grade: 3**

The attainment of pupils on entry is broadly average. Standards have been above average at the end of Key Stage 1 for several years and remained so in 2005. This continues to indicate good progress in the Foundation Stage and Key Stage 1. In Key Stage 2 standards rose in 2005 to be broadly average. Progress measures are now showing pupils made the expected progress in English, broadly as expected in science, but below that expected in mathematics. Most groups of learners made reasonable progress, in particular many who have learning difficulties and disabilities made good progress, but there were fewer pupils than expected achieved higher levels.

Inspectors found that standards of work in Years 5 and 6 were at least average. Clear gains since the start of this academic year showed secure evidence of improvements. Progress in lessons in all years was at least satisfactory with examples of good progress in the younger year groups and amongst those who have learning difficulties and disabilities.

Overall, achievement is now satisfactory and improving rapidly.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being is good. Pupils are keen to come to school and they enjoy lessons. They appreciate that they are taught well about values and respect. Pupils behave well and work hard. They feel safe and recognise that rare incidents of bullying are effectively dealt with by teachers. Attendance is above average and pupils are punctual.

The school now provides good spiritual, moral, social and cultural education. Good assemblies highlight success and provide effective moments for reflection. The school now complies with the requirement for a daily act of collective worship. There are a number of good community projects and pupils put in a lot of effort to raise money for people less fortunate than themselves. Such activities also contribute to the early development of budget management skills. Pupils visit different places of worship. The school council meets weekly and responds to ideas that any pupil can offer. They have clear plans for the future and do provide a pupil voice to school leaders who, in turn, have responded with changes to policy, for example over break time monitoring arrangements. The spiritual, moral, social and cultural development of pupils is good as a result of these rich and varied opportunities.

Children know the requirements for healthy eating and exercise. They value the firm line the school takes on bringing unhealthy snacks to school and appreciate the fruit counter available at some lunchtimes.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching seen during the inspection was predominantly good. The best lessons were to be seen in the Foundation Stage classes through to Year 4 but all were satisfactory. Monitoring by the school and the LA confirms that teaching overall is securely satisfactory with good elements. Inspectors agreed with the judgements of senior leaders about the quality of teaching. The best teaching accurately used pupil assessment data to inform planning resulting in tasks assigned to pupils in line with their ability. Weaker teaching did not provide some more capable pupils with sufficient opportunity to learn independently. Most lessons involved the good use of information and communication technology (ICT) by teachers and pupils. Teaching assistants were

well deployed. Teaching and support staff go the extra mile in making learning activities interesting.

Day to day marking practice is generally sound but there are inconsistencies. Good practice, evident in all years, included remarks informing pupils of what they had achieved and what they needed to do next. For example in Year 2 literacy pupils spent valuable time evaluating the informative marking of their earlier work. Sometimes work was merely checked or some errors corrected. Little indication of the standard of work in respect of the pupils' capabilities was given to the pupils, nor was there clear advice on what to do next. As a result older pupils in particular are not sure of their academic progress towards expected levels of attainment.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced meeting both statutory requirements and also providing many opportunities for educational trips and visits that enrich pupils' learning. These include residential trips, visits to a range of places of worship and curriculum specific trips, for example as part of the recent 'Science Week' project. There are also a number of after school clubs which pupils enjoy attending. Classroom displays further enhance the educational environment and support learning very well. ICT is being used by teachers and pupils to broaden opportunities for learning. Pupils have easy and regular access to ICT facilities.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well taught about the importance of adopting healthy lifestyles and staying safe. The excellent knowledge by staff of individual pupils' social and emotional needs ensures pupils are well cared for. Parents report good communications from the school and have confidence in the quality of care provided by the school. Pupils with learning difficulties and disabilities are well cared for and fully included into the whole life of the school. This harmonious integration is a key strength of the school and is much appreciated by parents.

There are effective procedures for monitoring pupil progress and expert data analysis is directing appropriate additional intervention and support. This data informs planning. However, pupils themselves are not clearly told how well they are progressing towards their academic targets or exactly what they need to do to reach them. Child protection procedures are rigorous. Health and safety checks comply with local authority policy and the school now does have a clear professional plan to ensure compliance with the Disability and Discrimination Act requirements.

Links with parents are very good as are links with and support from the local community. The school plays its part in local celebrations and civic events well. These opportunities are enriching pupils' education. Parents are very satisfied with the arrangements and care they and their children receive on admission to the school. Transfer arrangements to secondary school are satisfactory.

## Leadership and management

### Grade: 2

Since the previous inspection a new headteacher, chair of governors and attached LA adviser have led the transformation of the quality of leadership and management, primarily through significant improvements in teaching and learning. Good training and regular support for staff from the new headteacher and a number of skilled LA staff have ensured good monitoring of pupil progress and the quality of teaching. There is a strong sense of shared purpose amongst all staff in a culture that encourages the systematic sharing of good practice. Leadership and management of the Nursery provision remain excellent. In the rest of the school subject coordinators now understand their monitoring role and carry out a range of effective checks on subject provision including work scrutiny and the moderation of standards.

The reconstituted governing body meets at full and sub-committee level twice termly, receiving good reports of progress towards the action plan targets from the headteacher and the LA. Governors also spend time in school to determine for themselves the impact of the new leadership. Notes of meetings are businesslike and refer to pupil standards as a first priority. The issues raised at the previous inspection have been thoroughly resolved including a clear plan to ensure compliance with legislation and the provision of a daily act of worship. Parents report favourably on good school-home communications and better 'spiritual' impact of assemblies.

The school receives above average levels of funding and delivers satisfactory value for money.

Inclusion drives the curriculum. Parents are proud of the way children with learning difficulties and disabilities are included in mainstream lessons. Support for these pupils is well led and managed through the 'base'. There is no discrimination.

Self-evaluation by senior leadership is accurate and always related to pupil achievement. Strengths and weakness are known well. Middle managers are developing their role in monitoring and the LA is providing ongoing training to help equip these staff with the skills to observe lessons. Joint observations with the head are already underway.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for talking so well to us during our visit to your school. We were impressed by your enthusiasm and politeness. You are rightly proud of your school, and we are very pleased to tell you that it has improved a great deal. We no longer think it needs to be in 'special measures'.

Some of the best features of your school are the care and support you receive from your teachers and classroom assistants. Thanks to their devotion to your well-being and to your hard work and efforts to please them, you are making good progress in your personal development. We also think your academic progress is sound and is particularly good in the first few years of the school.

The most important next step for the school is about marking. Teachers already check your work well and give you merit stickers when your work is particularly good. However, we think they should give you a bit more advice on exactly what you could do better and how well you are making progress towards your academic targets at the end of each year. Many of you would also benefit from some even more challenging schoolwork, and more scope to work independently.

Best wishes for your future success.