

# Beighton Infant and Nursery School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 107036           |
| <b>Local Authority</b>         | Sheffield        |
| <b>Inspection number</b>       | 287685           |
| <b>Inspection dates</b>        | 14–15 March 2007 |
| <b>Reporting inspector</b>     | Philip Cole      |

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

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| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 3–7  |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 312  |
| <b>Appropriate authority</b>              | The governing body                                     |
| <b>Chair</b>                              | Mr Neil Bowles   |
| <b>Headteacher</b>                        | Mrs Irene Eccles                                       |
| <b>Date of previous school inspection</b> | 11 June 2001   |
| <b>School address</b>                     | School Road<br>Sheffield<br>South Yorkshire<br>S20 1EG |
| <b>Telephone number</b>                   | 0114 2486572   |
| <b>Fax number</b>                         | 0114 2475653   |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Beighton is a large infant and nursery school. It serves a suburb of Sheffield with mainly owner-occupied housing. Almost all the pupils are of White British heritage. The proportion of pupils entitled to free school meals is below average, as is the proportion with learning difficulties and/or disabilities, although slightly more have statements of special educational need than is usual.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Beighton is an outstanding school which has shown excellent improvement since its last inspection. The school was somewhat modest when judging its own performance as good. Parents are overwhelmingly supportive with many saying how much their children love coming to school and how well the school cares for them. Pupils' personal development is outstanding. Their behaviour is excellent, their attitudes are extremely positive, they get on very well with each other and they relish the many jobs they are given in school. A particular strength is their understanding of what they need to do to be healthy, even nagging their parents about what they are given to eat at home. Standards and achievement are outstanding. Children come into Nursery with attainment broadly in line with the national average. They make consistently good progress in the Nursery and Reception classes to reach above average standards. Their progress accelerates in Key Stage 1 so that by the end of Year 2 pupils attain impressive results in national assessments. This has been a feature for several years. The current Year 2 pupils are on track to exceed the challenging targets set for them in 2007. Teaching is outstanding. Starting in Nursery and continuing throughout the school, teachers ensure that pupils fully understand what they should be able to do by the end of lessons. They use skilful questioning to challenge pupils to think hard and express themselves clearly. Consistent feedback helps pupils understand what they can do to make their work even better in all subjects. Teachers' expectations are very high and pupils respond particularly well with carefully presented work and high levels of involvement in lessons. The curriculum is good, with particular strengths in the provision for personal, social, health and citizenship education. This successfully promotes pupils' personal development. In Key Stage 1, very effective links are made between subjects. This ensures efficient delivery of the curriculum and purposeful contexts for the development of basic skills, including information and communication technology. Provision in the Foundation Stage is good and supports children's good progress across all areas of learning. Sometimes opportunities are missed to enable the children to develop their own ideas in creative activities, and the quality and challenge of the activities that children can choose to do are uneven between the classes. Outstanding care, guidance and support underpin pupils' personal development very well and ensure their safety. Excellent academic guidance and support ensure that all pupils make consistently strong progress. Pupils' progress is tracked closely in reading, writing and mathematics in Key Stage 1 and across the areas of learning in the Foundation Stage. All pupils are involved in this process and have a very good understanding of how well they are doing and, particularly for older pupils, what they need to do next. Any difficulties they have are tackled promptly and effectively. The headteacher and her senior management team provide excellent leadership. This promotes a shared desire to raise standards and improve quality. It has created a learning community in which changes are based on research and are carefully planned and implemented. Governors and all staff are actively involved in the development process. Good account is taken of parents' and pupils' views when deciding what should be done. Self-evaluation is rigorous and regular and ensures that initiatives are effectively implemented and that there is excellent equality of opportunity for pupils. The school has shown very strong improvement in all aspects since its last inspection and standards have risen impressively. It is extremely well placed to improve in the future. It provides excellent value for money.

## What the school should do to improve further

- In the Foundation Stage, provide more opportunities for children to express their own ideas creatively, and offer more consistent quality and challenge in the activities that they can choose to do.

## Achievement and standards

### Grade: 1

Standards at the end of Year 2 have been consistently above and often significantly above the national average since 2002. Particular strengths have been in reading and mathematics. Over the last 18 months, much improved use of assessment has helped to raise standards in writing. As a consequence, results were also significantly above the national average in 2006. Given children's starting points, this represents excellent achievement by the end of Year 2. Progress is good across all the areas of learning in the Foundation Stage and children comfortably achieve above national averages by the end of Reception. All groups of pupils make impressive gains in their learning.

## Personal development and well-being

### Grade: 1

Pupils are excited about learning. They eagerly join in discussions and work with great concentration and care on tasks, happily talking to each other about what they are doing. Their spiritual, moral, social and cultural development is excellent. They have surprisingly good self-awareness for their age and a strongly developed sense of right and wrong. They enthusiastically take on responsibility, for example as library, telephone and stairs monitors, playground friends and school councillors. Pupils are developing a good awareness of cultures other than their own. Excellent basic skills and very strong personal and social skills ensure that they are very well prepared for future life.

## Quality of provision

### Teaching and learning

#### Grade: 1

The consistency in the use of the agreed and very effective approaches to teaching is a striking feature and ensures that pupils achieve very well indeed. High quality relationships and teachers' high expectations of work rate and behaviour underpin learning particularly well. All classes have very well trained teaching assistants and they work seamlessly with teachers ensuring excellent preparation of lessons. As a result, the needs of different groups are very effectively met. They have a strong impact on the learning of all pupils. For example, they deliver physical therapy for groups and lead the reading club which successfully challenges high-attaining pupils.

### Curriculum and other activities

#### Grade: 2

The curriculum is particularly good in Key Stage 1 and includes imaginative provision which enhances pupils' learning. Higher-attaining pupils are really stretched by the challenge provided in the reading club. This requires them to discuss and research the background to the books they are reading. The physical therapy programme for pupils with learning difficulties and/or

disabilities is successfully improving their physical coordination and hence their ability to write and use implements. There is good enrichment through visits, including a residential week for Year 2 pupils, theme weeks and days such as the Arts Week and Puzzle Day and out-of-class clubs including gardening and sporting activities led by coaches. The Foundation Stage curriculum is good. Changes have recently been made to improve it further, following an extensive review. These are not yet fully embedded and there is some unevenness in provision which the school is aware of.

## **Care, guidance and support**

### **Grade: 1**

Academic support and guidance are outstanding and make an excellent contribution to the rapid progress made by pupils. Their learning is regularly assessed and progress and targets for improvement are shared with pupils and their parents. Together with the detailed comments made on work across the curriculum, this is ensuring that pupils and their parents have a very clear understanding of how well pupils are doing and how they can improve. Programmes devised for pupils with learning difficulties and/or disabilities are precise and well matched to their needs and ensure that they make excellent progress. Outstanding care is based on trusting relationships, robust and effective policies and practices and parental involvement. In addition, all staff are trained in first aid and there are multi-agency meetings each term to discuss problems that vulnerable pupils may have.

## **Leadership and management**

### **Grade: 1**

Several years ago the school established a broadly based management structure. This has resulted in leadership and responsibility being distributed across the school. All staff are involved in leadership teams and in the very robust monitoring and evaluation of the school's work. This in turn has very effectively raised the professional skills and confidence of staff and helped to ensure great consistency in the effectiveness of teaching and learning across the school. Governors are regularly involved in focused visits to the school and have the knowledge, understanding and confidence to hold it to account.

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## Annex A

## 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> |
|--|-----------------------|

### 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> | 1   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 2   |
| The effectiveness of the school's self-evaluation  | 1   |
| The capacity to make any necessary improvements  | 1   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

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

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The behaviour of learners   | 1 |
| The attendance of learners  | 2 |
| How well learners enjoy their education   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 1 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 1 |

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



## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 1   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for making our visit to your school so enjoyable. You impressed us with the high quality of your work, your excellent behaviour and your friendliness. For many years, the pupils in Year 2 have done extremely well in the national tests and we think that you are on track to do equally well. This is because you try so hard in lessons and because your teachers and their assistants are excellent at their jobs. Many of you told us how well the adults look after you and talked about the really interesting things that you do in school, such as the Arts Week and the visits you go on. We agree and are particularly impressed with the helpful comments that teachers make about your work. You have a very good idea of how well you are doing in school and what you can do to make your work better. Your headteacher, all the staff and the governors have worked really hard to make this such an excellent school. We think that it can be even better. We have asked them to give the children in the Nursery and Reception classes more opportunities to use their own ideas when they are creating pictures and other things. We have also asked them to make sure that the activities these children can choose from make them think as much as possible. Your parents are right to be extremely pleased with what the school does. We are sure that you will all continue to be very happy there.