

Beauclerc Infant and Nursery School

Inspection report

Unique Reference Number	125096
Local Authority	Surrey
Inspection number	315150
Inspection date	28 January 2008
Reporting inspector	Charalambos Loizou

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

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	151
Appropriate authority	The governing body
Chair	Mr Peter Junker
Headteacher	Ms Julie McCallum
Date of previous school inspection	23 February 2004
School address	French Street Sunbury-on-Thames TW16 5LE
Telephone number	01932 780672
Fax number	01932 784975

Age group	3-7
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas:

- standards and achievement, particularly in writing, and improvements since the last inspection
- the impact of the school's creative curriculum on pupils' academic and personal development
- the quality and accuracy of assessment and target setting carried out by staff.

He gathered evidence from parents' responses to questionnaires and discussions with pupils and staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Beauclerc is below average in size and serves an area of mainly private housing. Three-year-old children attend part-time in the school's Nursery class and come from a wide area that extends beyond the immediate locality of the school. Children are mainly admitted to the Reception Year each September and all attend full-time. Throughout the school, the large majority of pupils are of White British heritage. A small number come from a variety of other backgrounds and some are in the early stages of learning English. The percentage of pupils with learning difficulties or disabilities (LDD) is below that of most schools. The school has achieved the gold Arts Mark, the Activemark and, as well being recognised as a Healthy School, has been awarded the green flag as an Eco School. There are well established links with other schools and organisations.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The pupils achieve well and reach above average standards by the end of Year 2 because Beauclerc provides a good education. There are some outstanding features, which have a significant impact on the pupils' excellent personal qualities. The teaching is consistently good and prepares the pupils well for the next stage of their education. Parents are overwhelmingly pleased with the school, many paying tribute to the staff, 'Beauclerc is a really fantastic school where you all feel like one big family', is one of many positive comments.

Leadership and management are good. The headteacher and senior teacher provide highly effective leadership, which has guided very good improvements to the school since its last inspection. Staff appointments have strengthened the teaching with some that is now outstanding. Well devised staff training has improved standards in reading, mathematics, science and information and communication technology (ICT), although writing standards remain average and should be higher. National test results and teachers' assessments show that standards in reading, mathematics and science are improving well because the proportion of pupils reaching higher levels is increasing. However, too few pupils reach higher levels in writing, reflecting weaknesses in the structure of pupils' independent writing. Having recognised this, the staff have made a good start by providing more opportunities for pupils to write at length, for example, by producing their own storybooks, poetry and descriptive accounts of their history work on the Tudors or of special visits. However, there is still scope to improve and ensure that more pupils reach higher levels in writing.

Children join the Foundation Stage with skills and abilities that are typical of three and four-year-olds. They make good progress because of consistently good teaching and support in the Nursery and Reception years. Throughout the school, an outstanding curriculum engages and stimulates learning and enjoyment, so that pupils are busy and absorbed by all that is offered. 'We do lots and it is really fun you know', and 'If you do good work there is special golden time so you can choose what you want to do next', says another who was so enthusiastic that he recalled the many different activities, clubs and visits he had experienced. Good, punctual attendance also reflects the pupils' excellent enjoyment of school and learning. Pupils who have learning difficulties in language, communication and mathematics, receive very effective support from a skilled team of teaching assistants. Those in the early stages of learning English quickly gain confidence in speech and language as they are also well supported. All pupils receive excellent pastoral support so they feel safe and valued for their efforts. This is evident in the excellent standard of art and design work displayed, which also reflects the considerable improvements the school has made to its creative curriculum.

The school is very successful in encouraging the pupils to be active and independent. Clearing away after lunch and playground buddies develop their sense of responsibility to their community and friends, 'We always look out for children who sit on the friendship bench and make sure they have someone to play with', says one. School councillors are excellent ambassadors and are proud of their role in representing the views of others and improving the school, 'We helped with ideas about the trim trail and playground equipment', says one councillor. Pupils develop excellent attitudes towards healthy and active lifestyles, one proudly displaying his special sticker as a reward for eating his vegetables at lunchtime and another for being helpful. Fruit at break times and the special 'activate' sessions each morning encourage the pupils to eat healthily and to exercise before the more sedentary activities of classroom work. The excellent outdoor equipment provides exciting challenges, including many opportunities to skip, climb

and play ball games as well to care for the environment in the garden areas. Behaviour is excellent and there is a strong commitment towards inclusion, racial harmony and friendship. The celebration of customs and festivals and specially themed events, such as the recent Australasia cultural arts week, when pupils made their own didgeridoos and mosaics in the style of aboriginal art, help them to learn about the wider world. Pupils contribute very well to their own community when fund raising to support those less fortunate than themselves. A wealth of stimulating experiences promotes the pupils' spiritual, moral, social and cultural development extremely well. These include the sponsorship of animals, including some from London Zoo, when pupils take home soft toys representing animals, and then explain how they and their family have cared for them at home. The visit of artists and authors stimulate a love of books, poetry and the creative and performing arts.

Lessons are fast paced and stimulating with many opportunities for pupils to reflect on their own learning and to say which areas they need most help in. Teachers mark pupils' work diligently and provide useful pointers for improvement. Assessment systems and records of pupils' performance help the staff to measure the rates of progress made by each pupil. However, assessments are not being used consistently to identify targets from an early age, including records of children's performance in the Foundation Stage. This makes it difficult for teachers to predict more accurately how well pupils will do to ensure that they all reach their expected levels in Years 1 and 2.

Governors provide good support and are a real asset to the school. Accurate evaluations of the school's effectiveness, although modest in some areas, reflect the high expectations of staff and governors. They work in excellent partnership with parents, schools and organisations and regularly consult parents and pupils, including internet web surveys, when deciding priorities for further improvement. There is good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Skilled teaching and a stimulating curriculum ensure that both Nursery and Reception children make good progress. Regular and accurate assessments are made of the children's progress, although these are not being used sufficiently to set targets and identify children who are ready for the early stages of the National Curriculum. The children cooperate very well with others. They work with equal success when choosing their own activities or when working with adults. The effective teaching of numbers and shapes and the many opportunities provided to handle books and to engage in role-play, successfully develop the children's language, communication and mathematics skills. Children happily engage in the role-play 'shoe shop', choosing which shoes to buy and the shopkeeper making sure they receive the right change. Outdoor areas are very stimulating, including many open areas and large equipment that encourage children to explore spaces. The staff have established very good relations with parents and there is a smooth transition into Year 1.

What the school should do to improve further

- Accelerate the progress that pupils of higher ability make in writing to raise standards.
- Use evaluations of children's progress in the Foundation Stage to provide targets that will help to predict more accurately the levels pupils will achieve by the end of Year 1 and Year 2.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

07 February 2008

Dear Children

Inspection of Beauclerc Infant and Nursery School, Sunbury-on-Thames, TW16 5LE

I was very pleased to visit your school. I enjoyed talking to many of you in the playground and with the buddies and school councillors. I think that you go to a good school. You all work very hard and I agree with the many parents who say that your school is an exciting place to learn and play. Your special projects are fantastic and I was very impressed with your lovely artwork and the special didgeridoos you made. There are many good things about your school.

- Your teachers and support staff are good at helping you to reach good standards and you are extremely well behaved and polite.
- You enjoy school very much and I can see why because there are many things for you to do. I really liked the beautiful mosaic you made during cultural arts week and the fantastic flags representing Australasia.
- You have excellent equipment and exciting outdoor areas and a garden. These are helping you to be active and healthy and to learn about healthy foods and the environment.
- I was very impressed with the school council and how it helps to improve the school. The trim trail is fantastic!
- Your parents are very pleased with you and your teachers and the school works very closely with them. The school's website and information for you, your parents and community are excellent ways of finding out about your school.
- The headteacher, staff and governors manage the school well and work hard to keep looking for ways to make the school even better.

I have asked your teachers to:

- help you all do even better in writing
- check how well you and the younger children are doing to make sure that you all reach your targets.

You can all help by checking your writing and making sure you write interesting sentences with lots of description. I saw many of you doing this in Year 2, well done.

I wish you all the very best.

Yours sincerely

Charalambos Loizou

Lead Inspector