

Beulah Junior School

Inspection report

Unique Reference Number	101712
Local Authority	Croydon
Inspection number	335774
Inspection dates	19–20 May 2010
Reporting inspector	Brian Evans

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair	Nicola Hale
Headteacher	Vivienne Luniak
Date of previous school inspection	26 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 19 lessons and parts of lessons and observed 14 teachers at least once. Meetings took place with the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curricular planning and samples of pupils' work. Inspectors analysed the results of 50 questionnaires completed by parents and carers and took account of the views expressed in pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school ensures that pupils of different backgrounds and abilities achieve equally well
- the progress of the school in improving punctuality, problem solving and following up on pupils' suggestions for improving learning
- the impact of three priorities in teaching and learning in terms of purposeful learning, meeting the learning needs of all pupils and an emphasis on revisiting learning intentions during a session.

Information about the school

Beulah Junior School is above average in size. Most Year 3 entrants come from the adjoining infant school. Over four-fifths of pupils are from minority ethnic backgrounds, the largest groups being Black Caribbean and Black African. An above-average proportion has special educational needs and/or disabilities, mainly moderate learning and behavioural and emotional difficulties. A well above average proportion of pupils are eligible for free school meals. Among many other accreditations the school was awarded the Healthy School Award in July 2006. A breakfast club and an after-school club are run at the school by an outside agency. The headteacher took up her post in April 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Beulah Junior is a satisfactory school. The ability profile of pupils on entry to the school is broadly average and, by the time they leave, pupils' attainment is average. Pupils are articulate and behave well. Attendance is average and punctuality has improved. Many features of pupils' personal development are good, including their behaviour, awareness of safety, how to live healthy lifestyles and in their contribution to the school and wider community. The pupils' spiritual, moral, social and cultural development is also good. The school recognises that higher-attaining pupils do not all achieve as well as they could because there is insufficient challenge in the work provided for them. In all other respects all staff work together to provide equal opportunities for all. Self-evaluation is largely accurate. Following the pronounced dip in attainment in 2009, a range of appropriate strategies are in place to address the needs of individual pupils and so underpin more effective learning. These include an extensive range of effective interventions through one-to-one withdrawal, group work and setting for mathematics in Year 6. As a result, the school has a satisfactory capacity for sustained improvement.

The curriculum emphasis on purposeful learning and problem solving is raising the quality of learning and is linked to the outcomes of a survey of pupils on how to improve learning. For example, Year 5 classes combined geography and mathematics skills by simulating buying camping equipment for a visit to a village that they are studying in India. The school equips pupils with good social skills necessary for them to meet the challenges of life later in secondary school.

Governance is satisfactory. Overall a small number of governors provided considerable support over a period of change of headship, but the governing body as a whole does not challenge the new leadership team and teachers enough and hold them accountable. Parents and carers fully support the direction in which the school is moving, for example with one parent writing, 'The school is well managed.' The recent school improvement review and plan are satisfactory, although it is too early to assess its full impact. Safeguarding and child protection procedures are good and are rigorously carried out.

The school's assessment and tracking systems monitor individual performance well. They show that average-attainers and those with special educational needs and/or disabilities and all minority ethnic groups are making satisfactory progress. The school acknowledges that teachers do not always apply the school's assessment and marking systems consistently and so pupils do not always know what they have to do to improve their work. In the best practice, where there is good or outstanding teaching which is supported very well by learning assistants in the classroom, there is a significant impact in accelerating pupils' learning.

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What does the school need to do to improve further?

- Improve the quality of teaching and assessment so that all teachers:
 - consistently apply the school's systems and processes, and
 - use high-quality feedback and guidance evident in the best lessons to help students know what they have to do to improve.
- Share existing good practice and ensure greater consistency among teachers in planning lessons that provide appropriate challenge for more-able pupils.
- Improve quality of governance by ensuring the governing body challenge the new leadership team and teachers on achievement and hold them accountable.

Outcomes for individuals and groups of pupils

3

When given the opportunity, pupils are keen to learn, work well in pairs and groups and show initiative when working independently. However, the opportunities provided for this type of learning are often less exciting and so some pupils do not make as much progress as they could. Pupils' work seen in lessons and in their books show that most pupils make satisfactory progress. Attainment is rising. Learning is now monitored rigorously and weaknesses identified. Pupils with special educational needs and/or disabilities make satisfactory progress because of the encouragement and support they receive from teachers and learning support staff. Pupils who speak English as an additional language make good progress. A younger pupil wrote on her questionnaire in response to whether she enjoyed school, 'I love it here.' In an outstanding Year 3 literacy lesson pupils used their senses to collect ideas for writing poems. Very good stimuli were used to motivate pupils' ideas as, for example, feeling a running tap, tasting foods or in blowing bubbles. At the same time the learning support for the pupils in the class who speak English as an additional language was expertly planned and carried out by the teaching assistant. Satisfactory skills in literacy, numeracy and information and communication technology prepare pupils for transition to secondary school.

The school council and school prefects contribute well in many ways to the life of the school. For example, Year 6 pupils, in analysing pupils' views on how to improve their learning, have highlighted their support for the more active learning approach in lessons. They like the fact that the headteacher and staff listen to what they have to say. Pupils make a substantial contribution to the life of the local and wider international communities as, for example, in their Internet communications and links with a school in Hong Kong. Spiritual, moral, social and cultural development is promoted well in assemblies and in lessons because teachers integrate all aspects into their teaching. Music, including recorders, ukuleles and singing, play a large part in the life of the school. Pupils know all about the importance of healthy lifestyles, and a highlight of the dining room is the way in which all pupils line up to take their choices at the salad trolley. The school also has a good reputation for its sporting successes. There are good procedures for following up on absences from school and this has led to improved attendance and punctuality. Parents and pupils worry a little about some aspects of

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unacceptable behaviour, but during the inspection pupils were consistently courteous to each other and to adults.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching observed during the inspection varied from outstanding to satisfactory. Pupils with special educational needs and/or disabilities and those learning English as an additional language make satisfactory progress because the work is generally matched to their needs. However, assessment data are not consistently used in many lessons to support the needs of all groups of pupils. In satisfactory lessons all pupils start the same exercise together and so their learning needs are not fully met. However, there is good practice. In a good Year 6 English lesson assessment for learning information was used well to identify different levels of engagement when pupils had to introduce 'poetic devices' such as alliteration into a poem about an icy landscape. Their learning was briskly reinforced by good interactive use of the whiteboard, and it was based securely on previous learning. The teacher very effectively deployed two adults to support group learning at different levels of ability.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The good curriculum motivates most pupils well. Plans are in place to ensure that it is continually evolving to match pupils' aptitudes and interests. It provides well for music, within and beyond the classroom, and for sport, and reflects the cultural backgrounds of pupils. Vulnerable pupils experience success because of carefully matched individual learning programmes. Year 2 and Year 3 teachers work together to assess pupils when they transfer from the Infant to the Junior School. Many pupils take advantage of a good range of clubs, and all enjoy numerous visits and visitors that make learning meaningful. These include a residential experience in the Isle of Wight for older children. Pupils happily turn to adults when they have a problem. Administrative staff have a good sensitive pastoral relationship with parents and pupils. Links with external agencies are good and support the good quality of care, support and guidance. The school is developing strategies to communicate more effectively with 'hard-to-reach' parents and carers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

After five weeks in post and with the support of teachers and adults in the school, the headteacher is creating a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the good procedures relating to safeguarding. Policies are updated regularly and their impact evaluated to ensure that they reflect the best practice. The satisfactory promotion of equal opportunities leads to harmony across all ethnic groups and is narrowing the gap in achievement between different ability groups. The chair and vice-chair of governors have worked hard to ensure that the school moves smoothly through a difficult transition. In one year the school has had a different headteacher each term. Governing body minutes illustrate clearly that governors are supportive but do not always challenge the school sufficiently. Overall there is satisfactory capacity for sustained improvement.

Professional support and staff training days are regularly used to raise awareness of child protection and teaching and curriculum issues. Relationships throughout the school are good. Partnerships with external agencies support parents and carers and their children well. The promotion and impact of community cohesion are good. Pupils are very involved in the local community events. The 'International Week' every summer is supported very enthusiastically by parents and pupils. Each part of the school is given

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over to different cultures and countries. Parents and carers and pupils are issued with passports to travel on a curriculum journey around Beulah Junior School. Parents also enjoy other curriculum trails in classrooms throughout the school year. Differences between city and country lifestyles are highlighted well by the school's links with a rural school outside Bristol.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

In their responses to the questionnaire the overwhelming majority of parents and carers were positive about the school and its impact on their children's well-being. All believe that their children are safe at school. The quality of pastoral care, the curriculum and opportunities for extra-curricular activities were highly praised. In their comments a very small minority of parents and carers expressed concern about behaviour and insufficient information for them to support their children's learning. Inspectors found behaviour to be good and found that there were clear procedures for parents and carers to approach the school about their children's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beulah Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	54	23	46	0	0	0	0
The school keeps my child safe	21	42	27	54	2	4	0	0
The school informs me about my child's progress	24	48	25	50	1	2	0	0
My child is making enough progress at this school	22	44	23	46	4	8	0	0
The teaching is good at this school	27	54	20	40	3	6	0	0
The school helps me to support my child's learning	22	44	26	52	0	0	1	2
The school helps my child to have a healthy lifestyle	26	52	23	46	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	36	20	40	7	14	0	0
The school meets my child's particular needs	16	32	30	60	3	6	1	2
The school deals effectively with unacceptable behaviour	17	34	25	50	5	10	2	4
The school takes account of my suggestions and concerns	18	36	27	54	1	2	0	0
The school is led and managed effectively	21	42	24	48	2	4	0	0
Overall, I am happy with my child's experience at this school	26	52	20	40	1	2	3	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 May 2010

Inspection of Beulah Junior School, Croydon CR7 8JF

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Beulah Junior to be a satisfactory school. We were impressed with much of what we saw and heard over the two days.

These are the main findings of our inspection.

- You told us personally and through your questionnaire responses that you enjoy school, and we could see this in your considerate behaviour to each other and to adults.
- We were impressed by the school council and prefects and by the way you contribute to ideas on active learning at the school.
- Your commitment to the local community and your enthusiastic support for the International Week is very impressive.
- Teaching and learning are satisfactory overall, and sometimes good or outstanding.
- Congratulations to all pupils who are successfully competing in sports competitions and learning to play a musical instrument.
- The good levels of care, guidance and support provided by the school allow you to work hard and develop high levels of independence.

We have asked teachers to be more consistent in supporting your learning by ensuring that marking and assessment help you to understand what you have to do to improve your work. We agree with the school that the more able among you need to be given harder work at times. Your governors are very supportive of the school but need to challenge leaders and teachers more.

We know that you will continue to work with your teachers and all adults to aim at the highest possible standards. Once again, thank you for the welcome and we wish you the very best of luck for the future.

Yours sincerely

Brian Evans

Lead inspector

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