

Beoley First School

Inspection report

Unique Reference Number	116652
Local Authority	Worcestershire
Inspection number	338853
Inspection dates	10–11 May 2010
Reporting inspector	Anna Coyle

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Mrs Linda Urquhart
Headteacher	Miss Sally Davies
Date of previous school inspection	30 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed four teachers. They also held meetings with the headteacher, deputy headteacher, senior staff, governors and groups of pupils and parents and carers. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, the school development plan, monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 56 from parents and carers, 13 from members of staff and 32 from pupils.

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

- whether teachers challenge pupils sufficiently in writing to enable them to reach high standards
- how well the school promotes good attendance
- the school's planned development of community cohesion.

Information about the school

The school is situated within a rural area of Redditch. The vast majority of pupils are White British. A very small proportion of pupils come from minority ethnic backgrounds and all speak English fluently. A small proportion of pupils has special educational needs and/or disabilities. The school has achieved the Artsmark Gold award, the Eco-school Green Flag and Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The school has improved well since the last inspection because senior staff have strengthened the procedures for monitoring provision which have resulted in better teaching and a more effective use of assessment. Inspectors agree with the school's most recent evaluation of itself that it is good. The energetic headteacher, deputy headteacher and governors are keen to broaden the school's satisfactory community cohesion by increasing national and overseas links to give pupils a better understanding of the diversity of cultures in the United Kingdom and abroad. This is reflected accurately in the detailed school development plan. Based on its good track record of improvement, the school has good capacity to improve.

Pupils make good progress throughout the school to attain standards that are above the national expectations by Year 4. They achieve well in Reception and at Key Stages 1 and 2 and build effectively upon their knowledge and skills so that they are well prepared for the next stage of their education. The most able pupils do particularly well and attain high standards, although the school does not have a consistent approach to the teaching of handwriting. Pupils behave well and are keen learners, taking on responsibilities eagerly. Attendance has improved well and is now above average.

Good teaching and a good curriculum that has excellent links between subjects enhance pupils' enjoyment of learning, although insufficient checks are made on the amount of time spent on individual subjects and not all lessons begin promptly. The care, guidance and support of pupils are good and pupils have clear targets to help them understand what they need to do next to improve their work. Pupils with special educational needs and the few from minority ethnic backgrounds are integrated well so that they make good progress. Classrooms are vibrant, colourful learning environments in which pupils' successes are celebrated well.

What does the school need to do to improve further?

- Extend the promotion of community cohesion by:
 - broadening the school's links with national and international communities to enable pupils to develop their understanding of different cultures in the United Kingdom and the wider world.
- Strengthen the curriculum by:
 - checking the amount of time spent on each subject
 - ensuring a prompt start to lessons so that that no time is lost
 - implementing a whole-school approach for the teaching of handwriting.

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Outcomes for individuals and groups of pupils

2

The inspection evidence from lesson observations confirms that the vast majority of pupils are working at levels which are above the national expectations in English, mathematics and science, and the most able pupils attain high standards by the time they reach Year 4. Attainment has been steadily rising over the last three years at Key Stage 1 as shown in the 2009 standardised test results, although standards in writing were not quite as high as in other areas last year. The school quickly identified this and has successfully tackled the situation with the result that achievement is good overall. In lessons, it is clear that learning and progress of all groups are good and pupils are sufficiently challenged in writing, especially in their use of exciting vocabulary when creating narratives about historical events. Even so, the standards of handwriting are inconsistent across the school. The small number of pupils from minority ethnic backgrounds and those with special educational needs are supported well to help them make good progress so that they attain the national expectations.

Behaviour is good. Pupils have good attitudes to learning and a clear understanding of spiritual, moral, social and cultural aspects of life. They know right from wrong and play happily together. Pupils say that they feel safe and are pleased to have won awards for understanding how to live healthily by eating well and taking plenty of exercise such as when playing tag rugby, dancing and swimming. Pupils attend regularly and say that there is no bullying although they know to whom they should go if they are worried about anything. They enjoy contributing to the school and local community by taking on responsibilities as members of the school council and eco-committee in tasks such as litter-picking, re-cycling materials and raising funds for local charities. However, links with the wider world are limited and the school is keen to develop this aspect of learning to enable pupils to extend their skills even further.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2

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 extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching and learning prevails across the school and is characterised by good relationships between adults and pupils, positive use of praise and effective discipline. Teaching is outstanding in the Year 3 and 4 class because the teacher's excellent subject knowledge, high expectations and excellent rapport with the class inspire pupils to strive for their very best at a brisk pace. Teaching assistants work as a strong team to support colleagues and they lead small groups of pupils confidently. For example, they made a significant contribution to pupils' enjoyment of huddling in a mock air raid shelter and listening to sounds of sirens on a computer to help them understand the Blitz in World War II. Pupils also participated eagerly when making corned beef hash and finding out about flowering plants, beetles and slugs in the outdoor areas. The good use of assessment enables staff to plan effectively and provide pupils with plenty of challenging activities to help them strive for high standards, although there is some time slippage at the start of lessons and between activities occasionally. Pupils understand how to improve their work and have clear achievable targets to help them. The quality of teachers' marking is good and relates closely to what pupils need to know to attain the next level. Highly colourful displays of pupils' artwork adorn the walls of the classrooms and corridors which help to inspire learning.

The school's curriculum provides pupils with plenty of exciting learning opportunities and some excellent links between subjects such as art, science and geography. Provision in literacy and numeracy is good and the school focuses well on promoting pupils' personal, social and health education. Ample opportunities to encourage pupils' independence and creativity are strong features of the curriculum within a lively, colourful environment. Even so, there is no consistent approach to teaching handwriting and no clear check on the amount time spent on each subject to guarantee a balance of subjects across the year. The good range of extra-curricular clubs and educational visits enhances pupils' enjoyment and experience of school, such as the Year 4 residential trip and visits to places like Bewdley Museum.

The school provides good care, support and guidance of its pupils and makes sure that they are kept safe. Pupils with special educational needs receive good support to help them achieve success and those who are identified as gifted or talented are guided well. The school is continuing to monitor attendance carefully and has improved it recently from average levels to the current above average picture through more rigorous

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systems for checking on pupils' absences. Good transition arrangements enable pupils to move on to middle school with confidence.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The headteacher is pivotal in driving improvement. She provides good leadership for the school and is very highly regarded by staff, parents and carers alike. She works well with the deputy headteacher who is an excellent role model for colleagues and, together, they make an ambitious team. Subject leadership is well established and effective, and the monitoring of teaching and learning has improved well since the previous inspection. The school development plan is based on secure self-evaluation processes and clearly identifies specific areas for improvement. It rightly includes the further promotion of community cohesion which is currently satisfactory. There are some good links with local neighbourhood groups and the church, but limited extended links nationally or globally to enhance pupils' understanding of different cultures. Nevertheless, good partnerships with local businesses have benefited pupils' learning through donations of outdoor clothing and help with recycling.

The governing body fulfils its statutory duties well and is a good critical friend to the school. The Chair of the Governing Body is a regular visitor and takes a keen interest in her responsibilities. Policies are updated and reviewed regularly and any omissions that are pointed out are dealt with swiftly. Safeguarding procedures are fully in place and good attention is paid to pupils' safety. The school values all of its pupils equally as unique individuals and staff know them and their families well. This means that relationships with parents and carers are good because the school provides plenty of information for them and involves them well in their children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and attain the nationally expected goals by the end of the Reception Year, and sometimes exceed them. They begin school with skills that are typical for their age and settle happily in a new environment that is highly colourful and stimulating with plenty of exciting displays of their work. Because teaching is good, children quickly learn to follow instructions from adults and they willingly take on responsibilities, behaving sensibly when playing with others. Early reading, writing and numeracy are secure because children learn to use basic skills effectively; for example, they listen carefully to stories and communicate effectively when finding out about caterpillars and butterflies. Routines are well-established and children enjoy creative and physical activities indoors and outside, such as imaginative role-play in 'Webb's Garden Centre' or investigating mini-beasts in the school field and wooded area. A good balance of adult-led and child-initiated activities means that children learn to become independent. They know how to take care of themselves and stay safe, guarding against puddles and stinging nettles in the wild area by wearing green waterproof suits and wellington boots. Most children understand that eating healthy food is good for them and all enjoy eating their packed lunches outside on sunny days. Assessment is used well to guide planning so that it takes account of children's experiences, knowledge and understanding. Leadership and management of this phase of learning are good. Adults work well together as a team: they are kind and supportive of the children and take good care of them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The overwhelming majority of parents and carers are positive about the work of the school and indicate their satisfaction with the education provided for their children. Many parents feel that this is a friendly, welcoming and well led school with very approachable members of staff who ensure that children make good progress. A very small number of parents feel that the school does not deal effectively with unacceptable behaviour. The inspectors agree with most of the above comments and confirm that there is good communication between parents and the school. They find that pupils are managed effectively and standards of behaviour are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beoley First 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	84	8	14	0	0	0	0
The school keeps my child safe	45	80	10	18	0	0	0	0
The school informs me about my child's progress	45	80	10	18	0	0	0	0
My child is making enough progress at this school	29	52	25	45	1	2	0	0
The teaching is good at this school	39	70	15	27	1	2	0	0
The school helps me to support my child's learning	30	54	24	43	0	0	1	2
The school helps my child to have a healthy lifestyle	36	64	19	34	0	0	1	2
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)	33	59	21	38	0	0	2	4
The school meets my child's particular needs	37	66	17	30	1	2	0	0
The school deals effectively with unacceptable behaviour	27	48	24	43	3	5	1	2
The school takes account of my suggestions and concerns	29	52	22	39	0	0	1	2
The school is led and managed effectively	40	71	14	25	1	2	0	0
Overall, I am happy with my child's experience at this school	41	73	14	25	0	0	0	0

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.



12 May 2010

Dear Pupils

Inspection of Beoley First School, Redditch, B98 9AN

We really enjoyed seeing you all when we came to visit your school recently. Thank you for being so kind and helping us to learn about all the things you do. Here are some of the things we found out:

- you make good progress in your learning and achieve well
- you told us that you enjoy coming to school and like learning
- behaviour is good and you take on responsibilities willingly
- everyone understands that eating fruit and vegetables and playing outside in the fresh air helps you to grow strong and healthy
- the adults who look after you are caring and they make sure that you are safe
- the headteacher and deputy headteacher lead the school well.

We have asked the headteacher to extend the school's links with other communities so that you can learn about different cultures in the United Kingdom and the wider world. We have also asked that the school keeps a closer check on how much time is spent on each subject. You can help by making sure that you are punctual for every lesson and always writing neatly.

Yours sincerely

Anna Coyle

Dr Anna Coyle

Lead inspector

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