

Beckley CE Primary School

Inspection report

Unique Reference Number	123175
Local Authority	Oxfordshire
Inspection number	340299
Inspection dates	1–2 December 2009
Reporting inspector	Ian Nelson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Patricia Carver
Headteacher	Grace Zawadzki
Date of previous school inspection	1 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons or parts of lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of school documentation and policies, teachers' planning, and the school development plan. The team analysed the 48 parental responses to the inspection questionnaire

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

- the progress of the most able pupils and of those in the Early Years Foundation Stage and Key Stage 1
- how successfully the school is improving pupils' writing and presentation
- whether teaching includes consistently high expectations and effective use of assessment to set targets
- the monitoring roles of subject leaders.

Information about the school

This smaller than average size primary school serves the village of Beckley and surrounding areas. The large majority of pupils are of White British heritage with a small proportion from Other White or mixed race backgrounds. A very small proportion of pupils is eligible for free school meals. The proportion of pupils who need extra help with their learning is below average and the number with a statement of special educational needs is average. Provision for the Early Years Foundation Stage is through one Reception class.

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

Beckley primary school provides a good education for its pupils. It is a happy school where some outcomes for pupils are outstanding. This is because:

- children start the Early Years Foundation Stage with a wide range of skills and knowledge that, overall, are beyond those expected for their age
- pupils make good progress because of their very positive attitudes and because teaching is good overall and outstanding on occasions
- staff know their pupils well and ensure equality of opportunity for all
- small class sizes and a good number of experienced teaching assistants mean that pupils receive good levels of personal attention
- good links with supportive parents ensure that pupils have excellent attitudes to learning
- effective systems for checking how well each pupil is doing ensure that staff can provide appropriate support to help or challenge them as needs dictate
- pupils' excellent behaviour leads to a harmonious atmosphere in lessons and around the school
- there is a clear shared vision among staff and governors resulting in a cohesive team spirit underpinning all the school's work.

Staff and governors have effective systems for checking the performance of the school so self-evaluation is largely accurate. They have a clear understanding of the school's strengths and where it could be even better. Such things, together with the consistently high standards that pupils attain demonstrate the school's good capacity for further improvement.

While the school has the welfare of the pupils at the heart of its ethos, and pupils feel safe and well cared for, the auditing of safeguarding and welfare policies and procedures is not rigorous enough.

The school has recognised the need to promote community cohesion in line with national policies and has drawn up plans to do so. However, it has not devised a procedure for evaluating the impact of such plans.

The school's strengths far outweigh its areas for development and pupils and their parents are proud of their school. One parent wrote, 'My child is enthusiastic and takes pride in being part of the school', a view echoed by other pupils in discussions with inspectors.

What does the school need to do to improve further?

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- Ensure that the auditing and evaluation of safeguarding policies and procedures are more rigorous and systematic.
- Devise and implement an effective method for evaluating the impact of the school's plans to promote community cohesion within the school and the wider community.

Outcomes for individuals and groups of pupils**1**

By the end of Year 6 pupils achieve well and consistently reach high standards in English, mathematics and science. They thoroughly enjoy their lessons and work exceptionally well on the tasks their teachers give them. For example, in a Year 6 English lesson pupils worked enthusiastically together to create biographies of children's authors. This illustrated how mature and sensible they are in working collaboratively and in sustaining concentration on individual tasks. Pupils' exemplary behaviour and outstanding attitudes to learning are key factors in their highly successful achievement. Children start Reception with skills and knowledge above those normally expected for their age and make good progress so that, by the end of Year 6, they are exceptionally well prepared for their secondary school. There are no significant differences in the progress made by groups of pupils because of the strong focus staff place on meeting individual needs. This results in effective support for those in danger of falling behind and for those who need more challenging work. As a result, a high number of pupils gain above the expected levels in national assessments at Year 2 and Year 6 and pupils who have learning difficulties also achieve well. The school has successfully tackled the relative weaknesses that staff identified in writing.

As well as succeeding in their academic learning, pupils develop excellent personal and social skills. They have an excellent understanding of how to stay safe and healthy and thoroughly enjoy their physical education lessons and healthy school lunches. The pupils make a good contribution to their school community through taking on roles and responsibilities like being school councillors. They also make a good contribution to the local community through links with the church, entertaining older residents and charity fundraising, but the school recognises that more could be done given the spread of communities from which pupils come.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Consistently good teaching ensures that pupils build progressively and well on their learning. The teachers' high expectations and enthusiasm encourage pupils to want to learn so that relationships and class management are excellent. Teachers clearly show pupils what they are to learn and how they will know they have been successful. Teachers make effective use of the interactive whiteboards to hold pupils' attention. Pupils like the practical activities that teachers set them. They also respond very well to teachers' good questioning that encourages them to think more deeply and articulate their ideas more coherently. When whole-class sessions are too long the pace of learning dips slightly and progress slows.

The school covers all that is required by the National Curriculum and places a strong emphasis on pupils' personal, social and health education. Staff make some effective links between subjects to make learning more interesting. For example, a Year 4 lesson enabled pupils to work together to devise a story outline which they then portrayed in a series of dramatic freeze frames that were captured on camera. This resulted in outstanding learning and personal development. Some, but not all subjects make effective use of information and communication technology. Consequently opportunities are sometimes missed to develop and reinforce pupils' learning in information and communication technology. The school has done much to improve the curriculum, including introducing elements to develop pupils' thinking skills like mind mapping.

Staff place a strong emphasis on caring for their pupils. For example, staff effectively supervise pupils arriving and leaving by the school bus. Secure systems are in place to ensure pupils' welfare, although procedures for evaluating the effectiveness of such

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systems are not rigorous enough. Adults know each pupil as an individual and have secure systems to identify specific needs. Overall, this results in good support for those who find learning difficult and has a positive impact on the high standards pupils achieve. Occasionally, when the teacher is addressing the whole class, teaching assistants are not as effectively deployed as they might be to support and guide pupils or to assess and record their responses to teachers' questions or class discussions.

These are the grades for the quality of provision

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

How effective are leadership and management?

Governors and staff know how well the school is doing and have identified appropriate priorities for improvement. The headteacher is highly thought of by staff, pupils and parents, some of whom praised her leadership in the written responses to the inspection questionnaire. Some of the targets in the school development plan are not measurable and precise enough. Consequently, it makes it more difficult to identify the extent to which any changes accelerate pupils' progress even further, and to ensure outstanding provision. The plan does not yet align closely enough with the school's record of its self-evaluation. This is something that the headteacher has planned to address as she begins to use Ofsted's new self-evaluation form. Subject leaders make a good contribution to the overall leadership of the school. They know their subjects well and recognise the importance of rigorous analysis of assessment information. The school has very clear systems for checking the quality of teaching and learning, and identifying any professional development needs so that teaching is consistently good.

Governors know their school well. While they are highly supportive of the staff they are also prepared to challenge them and ask searching questions about the school's performance.

All safeguarding requirements are in place although some of the auditing and evaluation of systems and procedures are not as rigorous and systematic as they should be. A significant strength of the school is the way it ensures excellent equality of opportunity. Staff analyse assessment information rigorously to ensure that all groups and individuals are able to make good progress in their learning and achievement. There are clear policies to tackle discrimination should it arise and the happy pupils and staff are indicative of the school's success in this area. While the school has a policy for promoting community cohesion it has yet to formulate a system for evaluating how successful it is in implementing it. The school's drive for continuous improvement and its

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ambitious targets have resulted in pupils maintaining consistently high standards by the end of Year 6 because of their good progress.

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
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
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

Good induction procedures ensure that children settle quickly and happily to school routines. As a consequence of consistently good teaching, the children make good progress across all six areas of learning so that most exceed expectations for their age by the time they start Year 1. The strong emphasis on promoting children's literacy and numeracy skills is balanced with good opportunities for personal, creative and physical development. Staff teach letters and sounds systematically on a daily basis and children respond well to these sessions. The children have a good balance of indoor and outdoor activities. This ensures the full Early Years Foundation Stage curriculum is provided in an interesting and balanced way and enthuses the children.

Strong links with parents and outside agencies help to promote very good personal development so that children develop a healthy attitude towards personal responsibility. There are adequate arrangements to ensure the children's welfare. The Early Years Foundation Stage is well led.

A change of staffing and leadership has led to a review of some aspects of provision and the leaders have clear priorities for further improvement although some recent initiatives have not been fully embedded.

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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

Views of parents and carers

Parents have overwhelmingly positive views of the school as shown by the responses to the inspection questionnaires. Around 15% of respondents felt that their suggestions and concerns were not taken into account by the school. The inspection found that the school has good systems for seeking parents' views and involving them in the life of the school. Six parents raised concerns about the state of some aspects of the premises. These were investigated by inspectors, and the school has plans in place to address these through a rolling programme of improvements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beckley Church of England Primary 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	71	13	27	1	2	0	0
The school keeps my child safe	20	42	24	50	3	6	1	2
The school informs me about my child's progress	21	44	24	50	0	0	1	2
My child is making enough progress at this school	24	50	18	38	4	8	0	0
The teaching is good at this school	26	54	19	40	1	2	0	0
The school helps me to support my child's learning	24	50	22	46	1	2	1	2
The school helps my child to have a healthy lifestyle	22	46	22	46	2	4	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)	15	31	25	52	2	4	0	0
The school meets my child's particular needs	16	33	26	54	4	8	0	0
The school deals effectively with unacceptable behaviour	18	38	26	45	2	4	0	0
The school takes account of my suggestions and concerns	10	21	30	63	5	10	2	4
The school is led and managed effectively	25	52	19	40	3	6	0	0
Overall, I am happy with my child's experience at this school	26	54	19	40	3	6	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



3 December 2009

Dear Pupils

Inspection of Beckley Church of England Primary School, Beckley, Oxfordshire, OX3 9UT

Thank you for making us so welcome when we came to inspect your school early in December. We enjoyed meeting you and seeing how hard you work in lessons. We judge that yours is a good school.

This letter is to tell you what we found out about your school during our short visit.

There are many good things about your school. You work hard and your behaviour is excellent. This helps you to reach high standards in your work and you get on well with each other. You listen carefully to your teachers and enjoy the tasks they set you. You obviously enjoy the practical tasks and develop good teamwork skills. When teachers ask questions or ask for your ideas you are keen to contribute. Teaching is good. The teachers set you targets and tell you regularly how well you are doing. This helps you to make good progress in your learning. The staff look after you very well to keep you safe and happy in school. We believe the staff could be a bit better at checking how well systems for looking after you are working and when they might need updating.

The school is led well by the headteacher and the governors. They and the staff work very hard to keep improving the school. They have devised a plan to help everyone to understand the similarities and differences within the local and wider community. They have not yet worked out how to check how successful this work is and we have asked them to try to do so.

The staff and the governors are all committed to providing you with the best education they can. Their success is shown in the way standards at Year 6 are consistently high. We believe that your headteacher, staff and governors have the skills to build upon the school's successes and to ensure that you all do well in the future. You can play your part by continuing to work hard and behave as well as you did during our visit.

Yours sincerely

Ian Nelson

Lead inspector

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