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10 March 2011

Mr C Stott
The Headteacher
Beech Green Primary School
St James
Quedgeley
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Dear Mr Stott

Ofsted monitoring of Grade 3 schools: monitoring inspection of Beech Green Primary School

Thank you for the help which you and your staff gave when I inspected your school on 9 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please thank the staff and pupils who came to speak to me.

As a result of the inspection on 2 and 3 December 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

The expansion of the local housing estate has been completed and a new school has been built in the area. Consequently your school now has fewer pupils moving in and out at unusual times of the school year. The local area has remained more socially mixed as a result of the housing expansion.

Having considered all the evidence I am of the opinion that at this time the school has made:

good progress in making improvements

and

good progress in demonstrating a better capacity for sustained improvement.

Despite pupils now entering the school with some personal, social and language skills lower than in previous years, by the end of Year 2 they attain average national standards. Year 6 pupils, leaving in 2010, attained combined English and mathematics scores that were significantly above the national average. Most pupils

September 2010



are now mostly making at least the expected rate of progress each year. This improvement is due to a greater consistency in the quality of teaching and learning across the school. Teaching is mostly good. Lessons include tasks that are well matched to pupils' individual needs. For example, in a lesson for pupils who learn mathematics easily, a carefully adjusted range of probability tasks ensured all pupils rapidly gained additional skills and knowledge. Teachers have successfully revised both the way they assess pupils and their methods for feeding back to them on their progress. Younger pupils get plenty of face-to-face support and advice, such as was observed in a good lesson where they were encouraged to improve on the description of a house for sale by an estate agent. Older pupils are given good written feedback that is linked closely to the next steps needed for improvement. Subsequent pieces of work are checked to see that pupils have acted on the advice given. Parents have good opportunities to support their children's learning through homework tasks and regular discussions with teachers. This is particularly evident in the Early Years Foundation Stage.

The curriculum remains good and is a strength of the school. Pupils enjoy their lessons and appreciated and reported on things that had stimulated their writing. These ranged from the visit of the fire engine to Impressionist paintings. They enjoy working with the artist in residence. The varied approaches to developing writing really engage learners, who especially appreciated their teachers' careful explanations on how to improve their written work. Interventions to support pupils with weaker communication skills are undertaken by teaching assistants who received training in London to deliver this programme on the social use of language. Pupils' confidence and self-esteem are clearly boosted by this work. The implementation of the revised behaviour policy is having a good impact and, throughout the school, behaviour is good. Pupils respond well to the clarity of staff expectations.

Leaders and managers ensure that pupils' progress is more closely and regularly monitored. Monitoring systems are now successfully embedded. As a result, teachers are more aware of any pupil who is in danger of underachieving and, together with their phase leader and/or the senior management, adapt the pupil's programme appropriately. Those with special educational needs are carefully assessed and appropriately supported. The increased devolved management system is working well and the regular observation of teachers has led to an overall improvement in the quality of teaching and learning. More lessons are now good and assessment in particular has improved substantially. Attendance has also improved and the number of persistent absentees has been significantly reduced. Exclusions are rare. The international dimension of community cohesion has also been strengthened with links established with a French school. Due to the hard work of the teachers and the leaders, the school has improved and clearly has a good capacity to continue improving further. The school has received good support from its external improvement partner and has also had satisfactory support from the local authority. There is however concern at the length of time it takes to obtain a visit from an educational psychologist. The safeguarding arrangements for pupils remain good.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mo Roberts
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2009

By September 2010:

- improve progress in mathematics and English by ensuring that
 - lessons are consistently planned to provide a good level of challenge for pupils of all abilities
 - marking and feedback in class consistently provide clear guidance to pupils on how to improve their work and is followed up to check that pupils have acted on the advice.
- ensure that pupils' progress is more closely and regularly monitored in order to plan next steps more effectively.