

# Beckley Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	114490
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	357558
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	David Curtis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	71
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dan Channon
<b>Headteacher</b>	Tracy Curl
<b>Date of previous school inspection</b>	12 September 2007
<b>School address</b>	Main Street, Beckley Rye TN31 6RN
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons, taught by three teachers, were observed. Meetings were held with groups of pupils, members of the governing body and the teaching staff. Inspectors observed the school's work, including the school improvement plan, notes of visits made by the School Improvement Partner, minutes of meetings held by the governing body and documentation relating to the safeguarding and welfare of pupils. They looked at the 38 questionnaires returned by parents and carers, and those returned by staff and by pupils in Years 3 to 6. In the summer of 2010, the school was one of 225 schools in 10 local authorities that took part in the single level tests in mathematics for pupils in Year 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of girls in mathematics in Years 1 to 6.
- How well teachers' planning meets the needs of pupils in mixed-age classes.
- The quality of pupils' targets, especially in literacy and numeracy.
- The effectiveness of strategies to improve provision in the Early Years Foundation Stage, particularly in communication, language and literacy, personal, social and emotional development, and knowledge and understanding of the world.

## Information about the school

This is a much smaller than average size primary school. Children in the Early Years Foundation Stage are taught in a class with pupils in Years 1 and 2. The other two classes currently have pupils in Years 3, 4 and 5, and in Years 5 and 6. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average, most of whom have moderate learning difficulties. The headteacher was appointed from 1 September 2009. The senior teacher has taught the Reception/Year 1/Year 2 class since 1 September 2010. The last inspection in 2007 judged that the school no longer required significant improvement.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. It has made significant progress since its last inspection in all areas of its work. Pupils' achievement is good and pupils make good progress so that, by the end of Year 6, attainment in English and mathematics is above average. The progress of girls in mathematics has improved through good teaching and effective additional support programmes, for example weekly lessons at a local secondary school. Significant improvements in the Early Years Foundation Stage from September 2010 have reversed a three-year declining trend in children's attainment. Children's progress is good and previous weaknesses in communication, language and literacy, personal, social and emotional development, and knowledge and understanding of the world have been addressed through much improved provision in these particular areas of learning. Currently, in the Early Years Foundation Stage, planning for, and day-to-day, assessment of children's learning are not consistently focused on the early learning goals.

An outstanding curriculum, together with consistently good teaching, has a significant impact on the major strengths in pupils' personal development. Pupils greatly enjoy school and their lessons, which is shown in their above average attendance. Behaviour is exemplary in lessons and around the school. Pupils have an excellent understanding of healthy lifestyles, with many participating in sporting activities both in and out of school. Pupils feel totally safe in school and have absolute confidence that adults would support them if they have worries and concerns. The school council, prefects and peer mediators play a significant role in the smooth day-to-day running of the school. Pupils explore issues such as racism with maturity and sensitivity and, through links with a school in India, have an excellent awareness of cultural diversity.

Teachers' planning is good and meets the needs of all pupils effectively. There is a significant strength in the way the school challenges the more-able pupils. Teachers and teaching assistants provide good support for pupils with special educational needs and/or disabilities and for those pupils who are vulnerable. Adults' detailed knowledge of each individual underpins the major strengths in care, guidance and support. Pupils report that they know how well they are doing and that they know their next steps in learning, with pupils in Years 5 and 6 knowing their National Curriculum targets. However, next steps do not always relate to what pupils are learning in lessons and therefore they are not always sure what they must, should or could learn by the end of the week.

The headteacher and teachers work as an excellent team whose focus is centred on raising attainment and improving pupils' progress. In this, they are supported by a highly effective and challenging governing body. Taking into account the significant improvements since the last inspection, recent improvements in the Early Years Foundation Stage and the drive and determination for future success, the school has the outstanding capacity for further improvement.

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## What does the school need to do to improve further?

- Improve the overall effectiveness of the Early Years Foundation Stage from good to outstanding by ensuring that the planning for, and assessment of, children's learning is linked consistently to the early learning goals.
- Raise the quality of teaching from good to outstanding by ensuring that pupils' next steps in learning are linked more closely to their current work in lessons.

## Outcomes for individuals and groups of pupils

**1**

With such small year groups, attainment on entry varies significantly from year to year. Across the school, pupils show confidence in, and an enthusiasm for, learning. Attainment in speaking and listening is high. Pupils enjoy their lessons and work hard because work is matched closely to their ability levels. In a mathematics lesson in Years 5 and 6, pupils made good progress in using fractions to find, for example, a third off the price of a greenhouse for their 'teacher's garden'. In this lesson, more-able pupils were extended by producing a scale plan of the garden, including the shed and greenhouse. In Years 3 and 4, pupils were thoroughly absorbed in a literacy lesson where they were marking each other's work and this led to some high-quality discussion and learning. In Years 1 and 2, pupils showed a good understanding of how to use the contents and index in reference books when researching the order of the planets from the sun. Pupils with special educational needs and/or disabilities make good progress because of effective support from all adults in lessons.

Pupils' maturity and confidence are exemplified by two of the peer mediators who made a formal request to meet the lead inspector so that they could discuss with him their training for, and subsequent roles as, peer mediators in the school. Their work (with eight other trained peer mediators) in resolving disputes and conflicts contributes to pupils' excellent spiritual development. The school council has been the driving force behind the introduction of 'Luscious Lunches' and the Friday 'Good Manners Table'. The Year 6 prefects take their roles and responsibilities seriously, especially in supporting younger children at break and lunch time. Pupils in Years 3 and 4 talk excitedly about their upcoming production of 'Joseph and the Amazing Technicolour Dreamcoat' in the village hall. The 'Feathered Friends' develop a good understanding of how 'to run a business' through the keeping of chickens and selling of eggs. ♦

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers make effective use of the exciting curriculum to engage and motivate pupils to learn. They place a strong emphasis on making learning meaningful so that pupils see the purpose of what they are doing in lessons. As a result, pupils use and apply their literacy, numeracy and information and communication technology skills successfully, as is evident in their impressive booklets made following a residential visit. Lesson introductions are short and there is a strong focus on using teaching assistants to support groups of pupils at the beginning, with the result that no pupils have to sit and listen for too long. In the main part of the lesson, there are excellent examples of teachers changing groupings based on their assessment of pupils' learning. Older pupils talk enthusiastically about the fact that in every literacy and numeracy lesson their teacher talks to each individual about their learning. Pupils are encouraged both orally and in writing to feedback to teachers on how well they are learning. Teachers use this feedback to amend and refine lessons, for example by providing additional support for a group who said that they needed more help in finding a third of an amount.

Assessment is good, with regular pupil progress meetings identifying strengths in pupils' performance and picking up on those in danger of falling behind so that intervention programmes can be put in place. Marking is good and tells pupils how well they are doing and what they need to do to improve. In lessons, the use of 'Next Steps' and 'Steps to Success' are not linked consistently to the work for the week. For example, in Years 3, 4

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and 5, the 'Next Step' to learn multiplication tables, whilst important, did not link to the current work on decimals. As a result, understanding of what pupils should learn by the end of the week was not sufficiently clear.

The arrangements for introducing new children into the Early Years Foundation Stage are excellent. Pupils and parents and carers have no concerns about safety and well-being. The school works extremely closely with a wide range of outside agencies to support pupils with special educational needs and/or disabilities and those who are vulnerable. Adults' in-depth knowledge of pupils means that adults can identify quickly those who may have worries or concerns and provide immediate and sensitive support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Since her appointment, the headteacher has strengthened significantly the leadership roles of her staff. Very effective teamwork and a shared vision for school improvement are key to the school's success. The school improvement plan, which is linked to the Ofsted criteria of outcomes, provision, leadership and management and the Early Years Foundation Stage, is a working document that is constantly refined as the result of day-to-day analysis of progress towards reaching school targets. There are strengths in monitoring pupils' progress, but the focus on monitoring all aspects of teaching is less rigorous particularly in relation to planning and assessment in the Early Years Foundation Stage. The governing body plays a significant role in ensuring that all aspects of safeguarding and child protection are exemplary. It holds the school to account for pupils' attainment and progress and the monitoring of the school's performance by individual members is excellent, as is evident in the high-quality written reports following a visit.

There is no discrimination in the school and the good progress made by all pupils reflects the way the school ensures equality of opportunity for all. The school is a very harmonious and inclusive community and, as one pupil in Year 6 said, 'It's like being part of one big family.' The school promotes community cohesion effectively, with particular strengths locally and nationally. Emerging links with a primary school in Dartford are planned to strengthen the national dimension of community cohesion. For example, the school in Dartford is using pupils' experience at Beckley to start its own 'Feathered Friends Business'.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding a mbition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children make good progress and are on track to reach above average levels of attainment in all areas of learning. This is a considerable improvement over the previous three years. Children's good progress in personal, social and emotional development benefits from the excellent role models of pupils in Years 1 and 2 in their class. The good teaching of letters and sounds, together with the strong promotion of opportunities to read and write, contribute to much improved progress in communication, language and literacy. The exciting and motivating topics of 'Space' and 'Weather' excite children's interest and desire to learn and these strengthen considerably children's knowledge and understanding of the world. Children's behaviour is excellent and children enjoy all aspects of day-to-day life, including the support and encouragement from older pupils.

The teacher and teaching assistants make an effective contribution to children's good progress through providing a stimulating and exciting learning environment, both indoors and outdoors. Resources are used imaginatively to support learning. Currently, the day-to-day planning for and assessment of children's progress is not linked closely enough to the Early Learning Goals, with the result that key 'Next Steps' are at risk of being missed and limit children's progress to good rather than outstanding. Currently, children do not have a 'Learning Journey/Journal' in which their progress is recorded for them and their parents and carers can see and value.

The quality of information provided for parents and carers is good, with parents and carers encouraged to share children's 'WOW' moments at home with staff and other children. Links with pre-school providers are being strengthened and the school is leading a group of other small schools in looking at how provision for children in the Early Years Foundation Stage, who are in mixed-age classes, can be further improved.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Fifty per cent of parents and carers returned the questionnaires, with a number returning just one questionnaire for their two or three children in the school. (There are 54 families with children in the school.) Parents and carers are very supportive of the school and all agree that their children enjoy school and that it keeps them safe. In written comments, parents and carers spoke of how welcoming the school is, of how the school has improved in the last year and that their children make good progress. A few expressed concerns about the mixed-age Years 3/4/5 class, particularly the wide range of ages. A key inspection trail was to look at planning for pupils in the mixed-age classes. The inspection findings confirm that teachers' planning is good and that pupils in all classes make good progress.

## 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	61	15	39	0	0	0	0
The school keeps my child safe	28	74	10	26	0	0	0	0
My school informs me about my child's progress	13	34	22	58	1	3	0	0
My child is making enough progress at this school	16	42	20	53	1	3	0	0
The teaching is good at this school	20	53	17	45	0	0	0	0
The school helps me to support my child's learning	17	45	21	55	0	0	0	0
The school helps my child to have a healthy lifestyle	17	45	20	53	1	3	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)	13	34	20	53	0	0	0	0
The school meets my child's particular needs	19	50	19	50	0	0	0	0
The school deals effectively with unacceptable behaviour	16	42	17	45	0	0	0	0
The school takes account of my suggestions and concerns	23	61	13	34	2	5	0	0
The school is led and managed effectively	23	61	13	34	2	5	0	0
Overall, I am happy with my child's experience at this school	26	68	12	32	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 January 2011

Dear Pupils

**Inspection of Beckley Church of England Primary School, Rye TN31 6RN**

Thank you for making my visit so enjoyable and it was a pleasure to meet all of you. I must say a very big thank you to the school council, the two peer mediators and those of you from Year 6 who gave up part of lunch time to meet me. I am delighted to tell you that you go to an outstanding school. Among many excellent features in your school, these are the ones that stand out.

- Your behaviour is exemplary and you have an excellent understanding of how to keep safe and healthy in your day-to-day lives.
- You enjoy the work you do in lessons because the topics are exciting and teachers make them real to you and, as a result, you make good progress.
- Your attainment in speaking and listening is high.
- All adults in the school know you as individuals and you have total confidence that they are there to care for you and help you to be successful.
- All those who lead and manage your school, including the governing body, are determined to make your school even better than it already is ♦ that is quite a challenge for them!

Even though your school is outstanding, I have asked your headteacher, staff and governing body to do the following to make it even better.

- Make sure that when planning for and assessing the learning of children in Reception that these are linked to their special curriculum.
- Make sure that your 'next steps' are linked to the work that you do in lessons each week.

I know that you will continue to be mature and sensible young people who will help in making your own contribution to improving your school.

Yours sincerely

David Curtis Lead inspector

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