

# Beck Primary School

## Inspection report

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<b>Unique Reference Number</b>	107044
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377519
<b>Inspection dates</b>	20–21 September 2011
<b>Reporting inspector</b>	Ronald Cohen

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	655
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Farris
<b>Headteacher</b>	Peter Hardwick
<b>Date of previous school inspection</b>	19 January 2009
<b>School address</b>	Beck Road Sheffield S5 0GG
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## Introduction

This inspection was carried out by four additional inspectors. They observed 25 lessons and saw 23 teachers. Informal discussions took place with a small group of parents and carers on their arrival at school and meetings were also held with the school council, members of the governing body, staff and the local authority advisor to the school. Inspectors observed the school's work and looked at samples of pupils' books, information about pupils' attainment and progress and various documents including the school development plan and procedures for ensuring the safety and well-being of pupils. They analysed responses from 45 parental questionnaires, as well as those from staff and pupils.

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

- How well children make progress in the Early Years Foundation Stage.
- How well all pupils are learning and progressing in English and, particularly, in mathematics.
- Whether teaching is consistently effective across the school.
- How effective leaders and managers have been in taking measures to improve the school.

## Information about the school

The school is well above average in size when compared to other primary schools. The proportion of pupils from minority-ethnic groups is well below average, but increasing. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities is average, but the proportion with a statement of special educational needs is below average. The school has achieved Healthy School status and Active Mark Award.

**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, where pupils make good progress. The school provides an outstandingly caring and supportive environment. Pupils feel happy and safe in the school because of the excellent relationships and good safeguarding arrangements, and, consequently, they enjoy school. As one pupil said, 'This is a very friendly school and teachers are nice. We have fun but we also learn lots of new things.' Pupils' spiritual, moral, social and cultural development is good. Pupils know how to keep healthy and fit, and they are well behaved and courteous. Attendance has improved markedly and is now average.

Pupils' achievement is good. By the end of Year 6, pupils have made good progress from their starting points and their attainment is broadly average. Attainment in mathematics, however, lags a little behind that in reading and writing. A particular weakness here is the lack of ability to apply knowledge to solving problems. Pupils with special educational needs and/or disabilities make equally good progress because of the good support provided for them.

Good partnerships with other schools and outside agencies, and excellent links with parents and carers, have a positive impact on pupils' learning and well-being. This is reflected in the very positive views expressed by the parents and carers who returned the questionnaire; for example, 'I am very happy at how all staff have made my child feel welcome and special. He now loves school and wants to come and learn.'

Teaching and learning are good overall. In a small minority of lessons, however, the quality is no better than satisfactory. Here, the challenge and the opportunities for independent learning are less pronounced than in the better lessons. This slows the learning of pupils, particularly the more able. Assessment of the pupils' learning, both in lessons and in their books, is good overall and pupils are helped to know what they need to do in order to improve. However, this is not uniformly the case, so that pupils do not always make the progress of which they are capable. The curriculum is good. It is well organised and imaginative, and pupils' learning is enriched by many exciting in-school activities, as well as by a range of visits and visitors.

The school is well led by the headteacher, who is ably supported by his deputy headteacher and the recently strengthened senior management team. Morale is high

and teamwork is strong. The knowledgeable and challenging governing body is systematically involved in evaluating the school to hold it to account in all areas. Self-evaluation is accurate and is the basis of effective improvement. The school gives good value for money and demonstrates good capacity for sustained improvement.

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

- Raise attainment, particularly in mathematics, throughout the school by formalising opportunities for pupils to practise their problem-solving skills by applying them in lessons.
- Ensure that the quality of teaching and learning is consistently good or better across the school by:
  - implementing strategies which give pupils more opportunities to engage in independent learning
  - ensuring tasks challenge all pupils, including the more able
  - always making it clear to pupils, when assessing their work, how they can improve.

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

<b>2</b>
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Children enter the school with below average skills and knowledge, particularly in number and calculation skills. Good progress across the school leads to broadly average attainment by the end of Year 6.

Pupils enjoy their learning and their achievement is good. In nearly all lessons, pupils remain focussed on learning and try hard to succeed. They work well with other pupils in paired learning. Occasionally, higher attaining pupils are not always sufficiently challenged to extend their learning. Pupils with special educational needs and/or disabilities make good progress, and some make outstanding progress, as a result of strong and effective support from teaching assistants both in classes, and, where necessary, in additional one-to-one sessions.

Pupils' good behaviour contributes well to their learning. Pupils are polite, courteous and enjoy school a great deal. They make a good contribution to the school and local community through, for example, being school councillors and playground monitors. They have also been involved with local community professionals in projects which focused on local road safety; for example, to help make the road at the front of school safer and street lighting strategies, where children produced artistic designs for refurbished lamp posts which were then painted by local artists and placed on the surrounding estate. Pupils ensure they stay safe and demonstrate that they have a good understanding of healthy living through regular exercise and making healthy choices at lunchtime. Pupils' good spiritual, moral, social and cultural development is seen in their excitement at discovery of new ideas and concepts, a clear understanding of right and wrong, their good relationships with each other, and their appreciation of other cultures and traditions.

Pupils develop cooperative and independent learning skills and have at least average attendance and good punctuality, all of which prepares them well for the next stage of their education and their future economic well-being.

*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>	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching and learning are good. In the most effective lessons, the use of directed questioning successfully develops pupils' thinking. In these lessons, pupils know what to do to maintain good progress. Moreover, where marking is good, pupils are using their targets and responding positively to their teachers' helpful marking to review and improve their work. However, there is some inconsistency in this practice.

Skilled teaching assistants provide a variety of good support to pupils who require help to make progress. In the majority of lessons, there is an emphasis on developing independent and cooperative learning skills. Good questioning by teachers and the extensive use in most classes of collaborative work in pairs and groups also support independent learning. However, opportunities are missed to develop and extend the more-able pupils' knowledge and skills.

The good curriculum provides topical and meaningful activities, for example, writing a biography of David Beckham, which excite and stimulate all pupils. A wide enrichment curriculum, which includes visits, clubs and involvement in the local and school communities, is used very successfully to drive home the message of, 'Can-do! Can succeed!'. It also widens pupils' horizons and ambitions for the future. For example, the themed programme, 'What is it like to graduate at a university?' was well received by pupils for, as one pupil told inspectors, 'showing us what we can do if we put our minds to it'. Being photographed in cap and gown was a further encouragement to pupils' rising ambitions.

<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

This is a highly caring school. Pupils are supported and nurtured extremely well throughout their time in school. Excellent systems are used to identify any instances of underachievement. They also provide early intervention and good support for pupils with special educational needs and/or disabilities. There are very good procedures which aid transition from the school. Excellent care, guidance and support, particularly for those pupils whose circumstances make them most vulnerable, ensure that pupils stay safe, that their behaviour is good and that everything possible is done to promote and improve attendance. Excellent case studies indicate the high quality of care received by vulnerable pupils.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are good. The headteacher has a very clear vision of the purpose and direction of the school. With determination and enthusiasm, he transforms that vision into practices which benefit the pupils. He is fully supported in this vision by the deputy headteacher, members of the senior leadership team, staff, the governing body and all members of the school community. This strength of leadership has created a very purposeful community where all are ambitious for the school's success. The progress of pupils is carefully monitored by managers and teachers, whose evaluations of the school's work are rigorous and accurate. The engagement with parents and carers is outstanding and is continuing to have a strengthening impact on pupils' learning. This is borne out in the many positive remarks that parents and carers wrote on their questionnaires, typified by one parent who wrote, 'The whole school ethos fosters a warm, caring atmosphere that promotes learning and friendship.'

The governing body is very supportive of the school. It is well organised and knows the strengths and weaknesses of the school, and understand the challenges and opportunities facing it. Safeguarding procedures are robust and fully meet requirements. Collaborative working with key agencies is effective. Equal opportunities are embedded well in the school's way of life, an aspect which pleases parents and carers very much. Discrimination is not tolerated: pupils are taught well to understand how to treat others. The school's provision for community cohesion is good, is based on the in-depth knowledge of the local community and means that the school engages with the local and wider community in a well thought out strategy.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</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>2</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>2</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>2</b>

## Early Years Foundation Stage

Children settle quickly and confidently into their learning environment because they are very well supported by staff and carefully introduced into Nursery. Teachers' planning is focused to support well structured opportunities for learning across all aspects of the Early Years Foundation Stage curriculum. Transition from Nursery to Reception is very well managed and teachers are able to build effectively on the progress children have made in the Nursery. The indoor learning environment provides a wealth of opportunities for the children to develop their skills. Through opportunities focused on taking turns, sharing and cooperating, pupils quickly develop good social skills. Children play and learn independently and routines are quickly established so that learning opportunities are maximised. The outdoor provision is well organised and provides appropriate opportunities for children to cooperate, for example, as in building a brick wall together having first mixed the cement.

Children leave Reception as keen and confident learners who are well equipped to meet their next phase of learning. There has been a significant improvement in the outcomes in language and communication skills as a result of planned opportunities to meet the children's needs and to raise attainment but these opportunities are not extended into aspects of number and calculation. Leadership and management are good. Assessment processes are developing and opportunities for assessment are carefully built in to the planning in the Reception class. By the end of Reception, children's portfolios of learning provide a comprehensive record of their experiences in the Early Years Foundation Stage.

### *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 in the Early Years Foundation Stage	2



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## Views of parents and carers

The percentage of parents and carers who responded to the questionnaire is lower than average for primary schools. Overall, responses were very positive about the school and the inspection endorses these views. Of the small number of parents and carers who opted to write additional comments, these were divided between those who were happy with the school and those who had some concerns. A very small minority of parents and carers had concerns regarding bullying and the school's communications with them. Inspectors saw no evidence of bullying during the inspection and there was much evidence to support the strongly positive views expressed by the vast majority of parents and carers, concerning the caring relationships and attitudes which teachers had for the children. In discussion, pupils all agreed that they were very safe in school. They all affirmed that, on the very rare occasions when potential actions by some pupils might cause concern for others, teachers deal with it rigorously and effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beck 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 **45** completed questionnaires by the end of the on-site inspection. This is a lower proportion than normally found. However, the school very recently conducted its own parental survey. In total, there are 655 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	57	18	41	0	0	1	2
The school keeps my child safe	27	61	16	36	1	2	0	0
The school informs me about my child's progress	23	52	18	41	2	5	0	0
My child is making enough progress at this school	24	55	15	34	4	9	0	0
The teaching is good at this school	22	50	19	43	1	2	0	0
The school helps me to support my child's learning	23	52	20	45	0	0	0	0
The school helps my child to have a healthy lifestyle	20	45	22	50	0	0	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)	20	45	19	43	2	5	0	0
The school meets my child's particular needs	24	55	17	39	1	2	0	0
The school deals effectively with unacceptable behaviour	21	48	18	41	2	5	0	0
The school takes account of my suggestions and concerns	18	41	21	48	3	7	0	0
The school is led and managed effectively	25	57	14	32	2	5	1	2
Overall, I am happy with my child's experience at this school	25	57	15	34	1	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



22 September 2011

Dear Pupils

### **Inspection of Beck Primary School, Sheffield, S5 0GG**

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. We are pleased to say that we agree with you! There are lots of things that are really good about your school. We especially liked the friendly atmosphere and the way in which staff take good care of you so that you feel safe and happy. You behave very well in lessons and around the school, and work hard. You know about the importance of staying healthy and keeping safe. We judge that most teaching is good, which helps you to make good progress.

We have found just a few things your headteacher, teachers and the governing body could do to make your school even better than it is now. We have asked the school to ensure that:

- your teachers give you lots of opportunities, especially in mathematics lessons, to use all your knowledge to solve any mathematical problems which you are looking at
- all lessons give all of you opportunities to do more things by yourselves, and that they make sure that you have to think carefully and work hard right through to the end of the lessons
- marking always helps all of you to know exactly what you have to do to improve your work, or to reach the next level.

Thank you again for being so helpful when we inspected your school. It was really good to find you are happy and doing well. I know that you will continue to work hard and enjoy lessons as you have done this year. Best wishes for your future.

Yours sincerely  
Ronald Cohen  
Lead inspector

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