

Becket Primary School

Inspection report

Unique Reference Number	109123
Local Authority	North Somerset
Inspection number	377876
Inspection dates	28–29 September 2011
Reporting inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Barry Pratt
Headteacher	John Clark
Date of previous school inspection	17–18 June 2009
School address	Tavistock Road Worle Weston-super-Mare BS22 6DH
Telephone number	01934 516052
Fax number	01934 517412
Email address	becket.pri@n-somerset.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons taught by seven different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 62 parents and carers, 21 members of staff and 93 pupils.

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

- Inspectors evaluated the quality of teaching and learning and whether it consistently helps all pupils, including those with special educational needs and/or disabilities and more-able pupils, to make good progress.
- They examined the development of core skills within the curriculum.
- Inspectors assessed the effectiveness of the leaders and managers in bringing about improvements to ensure better progress.
- They evaluated the quality of the provision in the Early Years Foundation Stage, particularly for outdoor learning and the challenge for more-able pupils.

Information about the school

Becket is a smaller-than-average sized primary school. The very large majority of pupils are of White British origin, with a few from a variety of other backgrounds. The proportion of pupils who have special educational needs and/or disabilities is above the national average. Their needs are mainly moderate learning difficulties and behavioural, emotional and social difficulties. The proportion of pupils who speak English as an additional language is well below average, and none are at an early stage of learning English. The proportion of those known to be eligible for free school meals is above average. The Early Years Foundation Stage is made up of one Reception class. A pre-school provision is available on the same site as the school, although this is managed externally and so is inspected separately. The school has achieved 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?

3

The school's capacity for sustained improvement

3

Main findings

Becket is a satisfactory school. This is because in the majority of year groups, pupils make satisfactory progress in their learning and this is improving. This is due to the good start that senior leaders have made in challenging expectations and improving the quality of teaching. Senior leaders have a clear understanding of the strengths of the school and have identified what needs to be done to make much needed improvement. A new system to tackle pupils' behaviour has been established and as a result the behaviour of pupils, both in the classroom and the playground, has improved so that it is now good. While there are a small number of pupils who find good behaviour difficult, the school manages this well. The school's effective self-evaluation is seen through the school improvement plan which identifies areas for improvement and gives much detail about what needs to be done to improve the progress of pupils. The school holds regular and frequent meetings to track how well pupils are performing and, increasingly, teachers are being held to account for the progress of the pupils in their class. The effectiveness of this is now starting to be seen in pupils' attainment, which is beginning to rise at the end of both Year 2 and Year 6, demonstrating the school's satisfactory capacity for sustained improvement.

The Early Years Foundation Stage is a particular strength. Children have a good start to their education and make good progress through the year. They are looked after well and look forward to coming to school. Pupils in all year groups say that they enjoy school. This is because there are positive relationships between pupils and staff who demonstrate a good level of care and support. In particular, pupils with behavioural, social and emotional difficulties are supported extremely well both in class and through the inclusion worker who works specifically with their individual needs in a caring, supportive environment. As a result pupils feel safe and secure and have a good understanding of what it means to have a healthy lifestyle.

Pupils are assessed to check their progress, although this information is not always used rigorously enough to plan lessons that carefully meet the needs of all learners, limiting the progress that they make. Although teaching assistants give helpful support to pupils, they are not sufficiently involved in planning and assessment alongside the teacher. Pupils have good attitudes towards their work and teachers encourage them to give their best. Marking is completed and all teachers give appropriate praise. However, pupils are not consistently informed about how they could improve their work or given enough opportunity to respond.

The curriculum is beginning to develop well, with the introduction of themes to make

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it more flexible and interesting. Cross-curricular links are starting to be planned into the wider curriculum, relating learning across different subjects. However, in practice, pupils are not given sufficient opportunities throughout the day to develop their literacy and mathematics skills.

Senior leaders monitor the provision in the school through observing lessons and looking at pupils' work. However, this monitoring does not always relate to the school's priority areas for development, lessening the impact in these areas. While senior leaders work diligently in school improvement, there are not enough opportunities for middle leaders to develop their own roles and be able to contribute to the effectiveness of leadership and management overall. The governing body provides positive support but has not yet developed an appropriate level of challenge, particularly in relation to the quality of learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that pupils make consistently good progress through the school by ensuring that:
 - assessment is used more thoroughly to plan work that consistently matches the abilities of all pupils
 - teaching assistants are more fully involved in planning and assessment with teachers
 - marking consistently tells pupils how to improve and gives them opportunities to respond.
- Develop a more creative curriculum that supports and builds on pupils' basic skills in literacy and numeracy in a range of meaningful contexts.
- Improve the effectiveness of leaders and managers by:
 - ensuring that monitoring focuses on the most important priorities in the school
 - creating more opportunities for middle leaders to take responsibility
 - enabling the governing body to provide an effective and appropriate level of challenge.

Outcomes for individuals and groups of pupils

3

Attainment on entry to the school is well below national expectations, particularly in communication, language and literacy development. Children make a good start in the Early Years Foundation Stage and leave with attainment that is below average, still with a weakness in literacy. In Years 1 to 6 pupils make satisfactory progress overall and achieve satisfactorily, although there are pockets of good progress in

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some classes. When learning is good, pupils enjoy their lessons. In particular, pupils with special educational needs and/or disabilities are given work that supports them well. For example, in one lesson where pupils were writing a thriller, the effective questioning of the teacher enabled pupils to explore their thoughts, helping them to form carefully structured sentences with a focus on the use of powerful verbs. However, more typically there is not enough attention given in lessons to ensuring that pupils are given enough effective support or challenge to enable them to make good progress. This happened in a mathematics lesson where more-able pupils were able to easily accomplish the task set, with insufficient challenge to secure good learning. The progress of groups of pupils varies with each cohort, although they all make at least satisfactory progress, including those with special educational needs and/or disabilities. For example, in some classes girls make slightly better progress than boys, but the converse is true in others. Pupils known to be eligible for free school meals make better progress in some year groups than others.

Older pupils make a good contribution to the school community by assuming responsibilities such as 'peacemakers', supporting others in their friendships, and 'playground buddies' who organise games for younger pupils. However, there are fewer opportunities for younger pupils to make their contribution. The school supports others in the wider community such as the local care home, although pupils do not have enough opportunities to make their own decisions about how they want to support the local community. The spiritual, moral, social and cultural development of pupils is satisfactory overall. In particular, their moral and social development are strengths, with pupils having a good understanding of right and wrong and learning to live alongside each other in a positive way. Attendance is broadly average and the school has appropriate arrangements to carefully monitor all pupils. Where there are issues about their attendance, these are carefully followed up.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3

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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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory rather than good because there are inconsistencies in the use of assessment, marking and collaborative planning with teaching assistants. Lessons are characterised by expectations of good behaviour, helping pupils to settle quickly. Although teachers' marking does not always give sufficient guidance to pupils on how to improve, in lessons pupils are told what they are going to learn and how they will know when they have been successful in their learning. Teachers have secure subject knowledge and make good use of interactive whiteboards to engage pupils. In most lessons pupils are given opportunities to talk together about their learning, which they do well, although this is not consistent in all classes. Pupils know their learning targets in English and mathematics and, with a few exceptions, these are clearly displayed in child friendly language in the classroom as a reminder. Pupils are beginning to assess their own learning and indicating this to the teacher, either orally or in books. This is not yet happening consistently in every class.

The developing curriculum is giving pupils more opportunities to work together across year groups and enabling a more cross-curricular approach. It is enriched through enjoyable activities that bring learning to life, such as having theme days. Visits out of school and special visitors to the school support the curriculum well and pupils have the opportunity to participate in a residential visit. Pupils enjoy a range of extra-curricular clubs, some of which are oversubscribed. There has been a recent initiative to focus on the development of core skills and this is beginning to have an impact on progress, although this is not yet fully established.

The care of pupils enables all to develop good personal skills. In particular, the support given to pupils whose circumstances make them vulnerable and their families is a strength. Those with behavioural, emotional and social difficulties make good gains in their confidence and attitudes and this is beginning to impact on their academic achievement. There are examples of individual pupils who have made significant improvement and have overcome barriers to learning as a result of the school's effective care, guidance and support.

These are the grades for the quality of provision

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

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

The relatively new senior leadership team has already made a positive impact in the school both in terms of the personal development of pupils, and focusing well on developing a more consistent approach to teaching and learning. Senior staff have a clear understanding of what needs to be done, based on a thorough use of data which have been carefully collated and analysed. This is enabling positive change to occur. The governing body is currently being restructured to enable members to be more effective in holding the school to account. Both the governing body and the school are developing more positive relationships with parents and carers in creative ways, such as inviting them to view a presentation by pupils at the end of a particular curricular theme. The school has introduced text messaging service for parents and carers to improve communication. The school has a number of partnerships that give appropriate support, and their impact is beginning to be seen in the improving outcomes for pupils. The school works hard to eliminate any discrimination, although there is still some disparity in the progress pupils make through the school. All the safeguarding regulations are met and reviewed in a systematic way. Good attention is given to child protection and the security of the school site, ensuring that pupils feel safe and secure in their care. Senior leaders have focused well on the community cohesion in school, resulting in improved behaviour and attitudes, and in the local area, demonstrated by its improving engagement with parents and carers. However, this does not yet extend further to the community cohesion within national and international contexts.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

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Early Years Foundation Stage

Children flourish in the Early Years Foundation Stage. Warm relationships are established with children when they arrive and there are positive partnerships with parents. Children are given a good level of care and all welfare arrangements are established and working effectively. Workshops for parents and carers are provided so that they can help their children outside of school, such as in reading. Parents and carers have the opportunity to write comments in a file, giving useful feedback to staff. The curriculum is planned effectively around the interests of the children. Children are rigorously assessed, and this information is used well to plan future learning. The indoor environment is stimulating and engaging. The outdoor space has satisfactory resources but does not provide an equally high quality environment for learning. There is a good balance of adult-led and child-initiated activities. Children with special educational needs and/or disabilities are identified early and supported well although there is not always enough challenge for more-able pupils. The Early Years Foundation Stage is managed well by the teacher who works closely with a teaching assistant in providing good teaching that stimulates and engages all children, enabling them to make good progress.

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

The very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. They agreed that their children enjoyed school, were kept safe and had a good knowledge of healthy lifestyles. They felt that their children’s needs were met through good teaching. A few parents and carers were concerned that there was not enough support for them to help their children learn. Inspectors found that there are opportunities for parents and carers to find out about learning in school through curriculum meetings and that reading workshops are held each year for parents and carers to support children in the Reception Year and Year 1.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Becket 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	48	29	47	1	2	0	0
The school keeps my child safe	33	53	25	40	1	2	0	0
The school informs me about my child’s progress	17	27	30	48	11	18	0	0
My child is making enough progress at this school	20	32	29	47	8	13	1	2
The teaching is good at this school	24	39	30	48	4	6	0	0
The school helps me to support my child’s learning	20	32	26	42	9	15	3	5
The school helps my child to have a healthy lifestyle	20	32	39	63	1	2	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)	19	31	30	48	3	5	2	3
The school meets my child’s particular needs	21	34	33	53	3	5	2	3
The school deals effectively with unacceptable behaviour	24	39	23	37	6	10	2	3
The school takes account of my suggestions and concerns	19	31	28	45	7	11	3	5
The school is led and managed effectively	23	37	26	42	7	11	5	8
Overall, I am happy with my child’s experience at this school	27	44	27	44	4	6	3	5

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 are 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).

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"> ■ 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 pupils' 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.

30 September 2011

Dear Pupils



Inspection of Becket Primary School, Weston-super-Mare BS22 6DH

Thank you for the welcome we received when we visited your school recently. It was lovely to meet you all and find out about your school.

You told us that you feel safe in school because there are lots of teachers to help you. We were impressed with your own knowledge of how to keep safe not just in school but at other times too. You also have a good understanding of how to keep healthy by eating sensibly and taking exercise.

We found that you go to a school that gives you a satisfactory education, which means that some things are good but others can be improved. We found that the younger children are making a good start and that staff care well for you all. We found that most of you make satisfactory progress in your learning, although we can see that it is improving so that some of you are now making good progress. Well done!

We have asked your teachers to involve the teaching assistants more in planning and checking your work. We have asked them to make sure that the marking helps you to know how to improve and gives you opportunities to have a go. We also want them to make sure that you all get work that is just at the right level for you. You can help by telling them if you think your work is too easy or too difficult. We want you to practise your literacy and numeracy skills in other subjects so that you all make good progress.

We have asked your school leaders to help other teachers become leaders too so that together, along with the governing body, they can check the school's priorities to see if they are working well.

Thank you again for looking after us so well. We wish you all the very best in your future lives.

Yours sincerely

David Shears
Lead inspector

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