

Beedon CE (Controlled) Primary School

Inspection report

Unique Reference Number	109950
Local Authority	West Berkshire
Inspection number	378018
Inspection dates	28–29 November 2011
Reporting inspector	Eileen Chadwick

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	43
Appropriate authority	The governing body
Chair	Susan George
Headteacher	Alison O'Halloran
Date of previous school inspection	12 February 2009
School address	Stanmore Road Beedon Newbury RG20 8SL
Telephone number	01635 248284
Fax number	01635 248284
Email address	office.beedon@westberks.org

Age group	4–11
Inspection date(s)	28–29 November 2011
Inspection number	378018

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 lessons observing four teachers, and held meetings with pupils, staff with key responsibilities and a representative of the governing body. The inspector observed the school's work and scrutinised documentation such as policies, the school improvement plan, pupils' work, records of pupils' learning and progress, and the school's safeguarding procedures. She analysed 32 completed questionnaires from parents and carers, 10 from members of staff and 21 completed by pupils in Key Stage 2.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- How well do children in the Early Years Foundation Stage progress and how even is their attainment at the end of Reception?
- How well do pupils develop their reading, writing and mathematics skills across the school?
- What is pupils' attainment in Year 6, including that of the current Year 6, and the impact of teaching and learning on raising attainment?
- How well do teaching and the curriculum meet the learning needs of different groups of pupils in mixed-age classes?
- What is the impact of school leaders' work on bringing about improvements in English and mathematics?

Information about the school

This school is much smaller than most primary schools. It draws its pupils from the local village and a wide rural area. Nearly all pupils are White British. The percentage of pupils known to be eligible for free school meals is above average. The proportion with special educational needs and/or disabilities is above average. The majority of these pupils have speech, language, literacy, numeracy and/or emotional and behavioural difficulties. The proportion with statements of special educational needs is above average. The number of pupils who either join or leave the school other than at the normal times is slightly above average. The Early Years Foundation Stage children are taught in a mixed-age Reception and Year 1 class and the other two classes also contain pupils of mixed ages. Since the previous inspection, there has been a change of headteacher and substantial building improvement has recently been completed.

The school holds a number of awards including National Healthy Schools status and Artsmark Silver.

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

Beedon School is a good school. It has a warm, enabling, family ethos in which its pupils thrive. It is on a journey of sustained improvement, and has many strengths and a few areas in need of improvement. Pupils' attainment is rising and is above average by Year 6 in English and mathematics. Good teaching, a good curriculum, and good care, guidance and support all contribute to pupils' good behaviour and achievement. Pupils are kept, and feel, exceptionally safe, and excellent relationships contribute to their good personal development and well-being. Pupils have an excellent understanding of how to keep fit and healthy. Guided by the headteacher's very good leadership and high aspirations for the school, the dedicated staff team shares her determination and drive to develop further. The governing body provides the school with strong support and challenge.

Pupils' progress is good overall, although fewer reach higher levels in writing than do so in reading and mathematics. Pupils write competently for a range of purposes but their vocabulary choices are not always imaginative and they do not always use correct punctuation. Pupils' progress is only satisfactory in Reception and Year 1, however, with too few reaching the higher levels in reading by the time they enter Year 1. Those pupils with special educational needs and/or disabilities make good progress in line with their peers. Later entrants to the school are helped to adjust quickly and do well. There are robust procedures for helping those who need to catch up.

The headteacher's strong focus on checking and developing teachers' work has led to good teaching and learning overall, with most impact in Years 2 to 6. Reception children are doing better than in the past but, in Reception and Year 1, there is not always enough direct teaching of reading. In Reception, while there are suitable opportunities for children to make choices and learn through play, activities are not always challenging enough. The school's good systems for teaching basic skills, including daily phonics (the sounds that letters make), are having a positive impact on raising pupils' attainment in literacy. However, on a few occasions, during group work, adults do too much for pupils so that they are not able to apply their phonics skills to literacy tasks well enough.

The headteacher has introduced comprehensive and challenging systems for monitoring the work of the school. These have enabled the headteacher, staff and governors to have a clear understanding of performance and to identify accurately what needs to improve. The resulting actions have led to a rise in attainment in

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

English and mathematics and in attendance. This good track record, together with shared high expectations and a commitment to improve pupils' achievement, confirms that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, raise achievement to at least good by July 2012 by:
 - improving more-able children's reading
 - providing children with more challenging opportunities to learn through play.

- Raise the proportion of pupils attaining higher levels in writing in Year 6 by July 2012 by:
 - developing their use of imaginative vocabulary
 - improving their punctuation
 - providing more opportunities for them to discuss ideas in small groups during lesson introductions.

- Strengthen the direct teaching of reading in Reception and Year 1 and enable pupils to apply their phonic skills consistently when reading and writing.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy learning and develop the will to achieve because they feel extremely safe, lessons are interesting and excellent relationships provide a very positive framework for learning. Pupils behave well in lessons and around the school, and demonstrate a clear understanding of right and wrong.

Children enter the school with a wide range of skills and knowledge but, overall, at levels a little below those expected. Pupils enter Year 2 still with broadly average attainment, but progress accelerates thereafter. Lesson observations, an evaluation of pupils' tracking data and scrutiny of their work showed that, although fewer pupils reach above average levels in writing than in reading and mathematics, pupils' learning is good overall in Years 2 to 6 in reading, writing and mathematics.

Pupils learn well in discrete phonics sessions when work in ability groups enables those who need extra challenge to learn at higher levels and those who find the work more difficult to be taught in smaller learning steps. A good phonics lesson observed for higher ability Year 2 pupils and middle ability Year 3 pupils led to all making good progress in applying phonic principles when sounding out, reading and spelling complex words. In other discrete phonics sessions observed during the inspection, pupils' pronunciation of sounds improved markedly because of the sensitive way in which teachers corrected mispronunciations. Pupils make consistently good progress in mathematics in Years 2 to 6 because the teaching is based on practical enquiry.

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

Well-focused, individual support ensures that pupils with special educational needs and/or disabilities make good progress. Pupils with emotional and behavioural difficulties are helped very well and poor behaviour is rare. Pupils reported virtually no bullying and trust adults to deal with any that might occur.

By the end of Year 6, pupils are responsible and mature in the way they relate to each other and have developed independent learning skills. Pupils’ spiritual, moral, social and cultural development is good. It is helped by close links with the local church and by strong links with the community and with schools abroad, including Mumbai. Pupils contribute to school decision making through a thriving school council and are keen to show how much they enjoy their responsibilities, for example when creating opportunities for raising funds for charities at home and abroad. Pupils greatly enjoy physical activity in a very wide range of activities to help them to keep fit. They also have an excellent understanding of the need for healthy eating and this is reflected in the school’s national award. Their good attendance and the extent to which they build up and apply their basic skills prepare them well for the future. The Artsmark award is a testament to pupils’ good progress in the creative elements of the curriculum.

These are the grades for pupils’ outcomes

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

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

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

How effective is the provision?

Teachers successfully use practical activities to make lessons interesting and varied. Their good subject knowledge and accurate assessment information are used to plan activities that are carefully tailored to the wide range of abilities in the mixed-age classes. Daily reading and phonics sessions, and the involvement of parents and carers in home reading, help to promote good learning. There is a good emphasis on the development of pupils’ speaking and listening skills, but occasionally during whole-class lessons, pupils do not have enough opportunities to discuss ideas in small groups, and this sometimes restricts the way potentially more-able pupils go on to write at above average levels. Mathematics teaching is often exciting and challenging. These elements were seen in an excellent geometry lesson for Years 5 and 6 when pupils learned to measure angles accurately. They saw the relevance to everyday life from the lesson’s beginning as they turned their bodies in different directions from 90 to 360 degrees. Close attention to accurate measuring and an excellent match of activities to pupils’ prior attainment, including for the most capable, ensured that pupils of all abilities learned extremely well. Teaching assistants are well deployed and play an invaluable role in supporting those with special educational needs and/or disabilities.

The curriculum is broad and balanced while focusing on basic skills. Information and communication technology is used well to support pupils’ learning. Wherever possible, meaningful links are made between subjects, and exciting visits and practical activities bring academic learning alive. Creative partnerships enrich pupils’ learning, for example in art and design for the ‘take one picture’ topic when pupils also visited the National Gallery. Music is a particularly strong feature and all pupils in Years 2, 3 and 4 are learning to play the violin. Good partnerships with other schools in the Downs Federation enable pupils of all ages to benefit from wider professional expertise than would normally be accessible in a school of this size, including in sport.

Pupils are supported and guided well, and they say that they feel well cared for. Staff know those pupils and families whose circumstances make them particularly vulnerable and make sure they receive good advice and support. Support is underpinned by strong links to external agencies to help those pupils with special educational needs and/or disabilities. There are good transition arrangements between pre-school provision and Beedon, and between Beedon and secondary schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2

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

The effectiveness of care, guidance and support

2

How effective are leadership and management?

The headteacher’s clarity of vision, drive, enthusiasm and commitment to improvement are recognised and strongly supported by staff, governors, pupils, parents and carers. Analyses of pupils’ attainment and progress involve all teaching staff and much has been done to improve the accuracy of teachers’ assessments so that staff play a full part in raising achievement. This is important in this small school where all staff have many responsibilities. The governing body is very well organised and informed. Governors have worked tirelessly to secure substantial building improvements, including a new school hall, and they ensure that the premises are very well maintained.

The school has made working with parents and carers a priority. Parents and carers are consulted on school development matters and are well informed about their children’s achievement and well-being, and how they can help their children to achieve their best. Safeguarding arrangements are robust and are given high priority. They are very well established in policies, working practices and the ethos of the school, including in the recruitment of staff, child protection and site security. Adults at all levels are good at promoting equal opportunities and eliminating discrimination by raising pupils’ expectations of what they can achieve. Improved challenge for more-able pupils in writing is having positive effects and is already addressing the issue of fewer pupils reaching above average levels than is evident in reading and mathematics. The school recognises that further work is required to ensure the consistent good progress of the youngest pupils.

Community cohesion is good. The village and local communities are used well as a resource to enhance the experiences of pupils. The lack of role models from different ethnic backgrounds is addressed through good links with the local and international communities, for example in India, Belgium and Australia. A good start has been made on developing pupils’ understanding of other communities and schools in the United Kingdom.

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	2

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

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Relationships are good and children settle quickly because they are happy and kept very safe. Attainment at the end of Reception improved last year because the school has strengthened the teaching of basic skills. Teaching is satisfactory. Routines are established and there is a strong focus on developing children’s language and communication skills with many practical opportunities for learning. Topics such as ‘pirates’ interest the children and are used well to develop children’s language, creative and practical skills when they design and make pirate ships. However, there is not always enough direct teaching of reading during whole-class literacy sessions, for example on the theme of ‘Pirate Pete’. The teaching of sounds and letters is regular but children are not always shown how to apply their phonics skills to reading and writing well enough. Play activities, including for early literacy, do not always stimulate children to develop their skills to the highest level.

The leadership and management of the Early Years Foundation Stage are satisfactory. A thorough assessment is made of children’s skills on entry and their subsequent progress. However, assessment is not consistently used to plan stimulating activities for all the different areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response rate to the Ofsted questionnaire was above average. The very large majority of parents and carers who returned the questionnaires or who spoke to the inspection team were very positive about the school and its impact on their children’s learning and well-being. They are very pleased with the way the school is led and managed. They feel their children are kept very safe, enjoy school and make good progress. Additional comments included appreciation for: the way children and families are made very welcome; the caring and effective learning environment;

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

staff's close attention to children's individual learning and personal needs; and children's keenness to attend. These views reflect inspection findings. A very small minority of parents and carers expressed concern that pupils do not always behave well enough. The inspector found that pupils' behaviour is good and well managed. The inspector investigated the very few concerns raised by parents and carers, which followed no pattern, and found that the school had responded appropriately to them.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beedon C.E. (Controlled) 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	66	9	28	2	6	0	0
The school keeps my child safe	26	81	6	19	0	0	0	0
The school informs me about my child’s progress	17	53	12	38	2	6	0	0
My child is making enough progress at this school	18	56	13	41	1	3	0	0
The teaching is good at this school	17	53	13	41	1	3	0	0
The school helps me to support my child’s learning	18	56	12	38	2	6	0	0
The school helps my child to have a healthy lifestyle	21	66	11	34	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)	17	53	11	34	1	3	0	0
The school meets my child’s particular needs	18	56	11	34	2	6	0	0
The school deals effectively with unacceptable behaviour	14	44	14	44	3	9	1	3
The school takes account of my suggestions and concerns	16	50	12	38	1	3	0	0
The school is led and managed effectively	19	59	12	38	1	3	0	0
Overall, I am happy with my child’s experience at this school	21	66	9	28	2	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 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 November 2011

Dear Pupils

Inspection of Beedon CE (Controlled) Primary School, Beedon RG20 8SL

Thank you for making me so welcome when I visited your school recently. I really enjoyed finding out about the interesting things you do. This letter is to tell you what I found on the inspection.

First, you need to know your school is a good one. Here are some of the many things your school does well.

- You make good progress and do better than average in English and mathematics by the end of Year 6.
- You are friendly and good learners and you work hard and behave well.
- You know how to keep fit and healthy - and that you should not eat too many cakes and sweets!
- You have many interesting activities like art, music and sport.
- Staff take very good care of you and you told us how extremely safe you feel.
- Your headteacher leads you all very well, and all the staff and governors think very carefully about what is best for you.

I am asking your school to:

- help you to use more interesting vocabulary in your writing and improve your punctuation
- make sure you do as well in reading in Reception and Year 1 as in Years 2 to 6
- give those of you in Reception more choices in your play
- make sure you always use your phonic skills in your reading and writing.

Well done for improving your attendance so well. Please keep this up! I hope all of you will continue to enjoy school and carry on working hard in all you do.

Yours sincerely

Eileen Chadwick
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**