

Beck Row Primary School

The Street, Beck Row, Bury St Edmunds, IP28 8AE

Inspection dates

3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching in Year 1 to 6 is not yet consistently good and the work set does not always match pupils' abilities.
- Pupils in Years 1 and 2 do not make good enough progress in their reading, writing or mathematics.
- Teaching does not always support pupils so they are clear about the purpose of their learning and can tell whether they have been successful.
- Pupils are not consistently encouraged to show a positive attitude to their learning and do not always apply themselves to their work.
- Leaders at all levels, including the governing body, are not securing enough improvement in teaching to accelerate rates of progress.

The school has the following strengths

- Leaders want the school to improve and are ambitious for pupils to succeed.
- Leaders at all levels make accurate assessments of pupils' achievement and analyse them well.
- The school works hard to meet the needs of all pupils, including those from military families and Gypsy/Roma families.
- Teaching, children's progress and leadership in the Early Years Foundation Stage are good.
- Relationships throughout the school are good and there is no major disruption in lessons or around the school. Pupils are tolerant of each other. They understand what bullying is and that it is wrong.
- The curriculum is well planned through topics and themes that give pupils a range of positive experiences and supports their learning.

Information about this inspection

- Inspectors observed 13 lessons, including all classes and all teachers in the school. Some lessons were jointly observed with senior leaders from the school.
- Inspectors scrutinised past and current pupils' work and listened to pupils from Years 1, 2 and 6 reading.
- Meetings were held with staff, pupils, members of the governing body and a representative of the local authority.
- Safeguarding documentation was scrutinised as well as incident logs, tracking data for pupils' progress, a local authority report, curriculum plans and the school's self-evaluation.
- Inspectors took account of the views of 19 parents who completed the on-line Parent View questionnaire, as well as responses to the school's own questionnaire for parents. Some parents spoke with inspectors at the beginning of the school day.

Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Anne Wesley	Additional Inspector

Full report

Information about this school

- Beck Row is smaller than the average-sized primary school and serves several local village communities. Approximately 30% of its pupils come from a nearby US air force base.
- The proportion of those who speak English as an additional language is lower than average.
- The large majority of pupils come from White British backgrounds, with other pupils coming from a range of different heritages. The proportion of those from Gypsy/Roma families is higher than average.
- The school has been subject to reorganisation from a first school by the local authority and from September 2012 has pupils in Year 6 for the first time.
- The proportions of disabled pupils and those who have special educational needs who are supported through school action and school action plus are lower than average. Some of these pupils have complex needs.
- A higher than average proportion of pupils is known to be eligible for the pupil premium.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate rates of progress by July 2013 so that more pupils in Key Stages 1 and 2 meet or exceed the expected levels, particularly in writing, by:
 - matching work more precisely to the learning needs of all pupils, including greater challenge for more-able pupils
 - ensuring pupils are clear about what they need to do in lessons and check to see how successful they have been in their learning
 - using marking and oral feedback in lessons to let pupils know more clearly what they need to do to improve their work.
- Increase the effectiveness of leadership at all levels by:
 - building on the accurate assessments of pupils' levels in order to plan and carry out a clear set of actions that will bring about more rapid progress in pupils' learning
 - ensuring that monitoring of the quality of teaching is accurate and robust, focusing on pupils' outcomes
 - using performance management and training opportunities to tackle teaching that is weak or requires further improvement.
- Improve pupils' attitudes to learning by:
 - raising their aspirations and ensuring they are working on the task at hand so that more time is spent on learning
 - consistently using established behaviour strategies at all times so pupils are always clear about what they need to do.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the two Reception classes with attainment that is typical for their age. Improvements in teaching mean that they are now making faster progress than they did in recent years. Assessments are now more accurate and are used well to plan learning activities for the children. This means achievement in Reception is currently good.
- Pupils' attainment at the end of Key Stage 1 is in line with the national average. Slightly higher attainment in 2011 was not sustained in 2012. Attainment in Key Stage 2 varies from year to year but was broadly in line with expectations for pupils' ages in the last three years.
- Achievement in Key Stages 1 and 2 is not consistently good because there is too much variation between year groups and from year to year. In 2012 pupils in Year 3 demonstrated more rapid progress, as did some pupils in Year 4. In other years, progress varies with some pupils doing well and others doing less well, although progress has shown some improvement in the last inspection.
- Mathematics has historically been a strength through the school. However, with a greater focus on English, achievement in mathematics has dipped slightly. Progress is not sufficiently rapid or sustained in all year groups and across all subjects to bring about required improvements in achievement.
- Groups of pupils, including disabled pupils and those who have special educational needs, make progress in line with their peers and with similar groups of pupils nationally. Teaching assistants support small groups or individuals effectively by questioning and giving feedback on learning to help them make progress.
- Pupils from military families make expected progress overall but make slightly better progress in reading than other pupils. Pupils from Gypsy/Roma families make similar progress to their peers. Those who are known to be eligible for the pupil premium also make similar progress to other pupils in the school.
- Pupils' make the expected progress in reading. They enjoy reading and can say why they choose a particular book. Younger readers are able to link letters and sounds but do not always know how to sound out unfamiliar words. Older pupils are able to read a text but are not always aware of different writing styles and types of book.

The quality of teaching

requires improvement

- Teaching in the Early Years Foundation Stage is good. Expectations are high, children settle well, routines are being well established and children enjoy learning. Children engage in purposeful play and make their own learning choices. While they do this adults use effective questioning to develop their thinking, for example in work linked to the topic on human senses. Teachers and other adults make accurate assessments and these are used to guide future planning.
- Teaching in Key Stage 1 varies too much. There is some good teaching and, in these lessons, pupils are interested and motivated to learn. For example, when learning about different types of books they can talk about what a 'blurb' is and its purpose in helping the reader know what the book is about. They make good progress and develop key skills such as writing in the context of

learning about books. This better teaching means that pupils are focused and keen to learn.

- Where teaching in Key Stage 1 is weaker, pupils are not always clear about what they need to do and misconceptions are not addressed quickly enough. Work is not matched closely enough to pupils' different abilities. Low-level disruption and a lack of focus mean that they do not make enough progress. Opportunities to build on good relationships and pupils' enthusiasm are not always taken.
- Teaching at Key Stage 2 is also too varied. In good lessons explanations and instructions are followed up by clear challenges for all, including for more-able pupils. Pupils use criteria to help them understand how successful they have been in their learning. Relationships are good and adults effectively support disabled pupils and those who have special educational needs.
- In the weaker teaching, lessons are planned well but the pace of learning does not always reflect this. Prompts for learning are not referred to enough, so pupils do not know how they can check that they have been successful, such as adjectives on a wall display to help pupils write. The needs of pupils of different abilities are not catered for enough and more-able pupils have insufficient challenge.
- Throughout the school, marking is used to give feedback to pupils and is accurate in letting them know how well they have done. However, pupils make too little use of success criteria and do not have enough opportunities to respond to marking. As a result, pupils do not always know what they need to do to improve their work.

The behaviour and safety of pupils

requires improvement

- In lessons, there are no major disruptions and the few pupils who have behavioural difficulties are supported appropriately. However, pupils' attitude to their learning in most classes is not consistently positive and requires improvement.
- Low level disruption is not uncommon and pupils are not always able to work for an extended period of time. Systems are in place across the school to improve behaviour but these are not always applied consistently and are not always focused on pupils' learning.
- Behaviour around the school, in the playground and along corridors gives no cause for concern. The playground environment provides a range of play and climbing equipment and promotes good behaviour. Pupils say they feel safe and parents agree. When playing running and chasing games, pupils take care not to hurt each other, including older pupils playing with younger ones. Pupils are aware of the different forms of bullying and say there is very little. They know they can get help if they feel they need it and are confident in talking to an adult if necessary.
- Good relationships exist between pupils and staff, who give praise when pupils are seen behaving well. Behaviour is improving, exclusions are on a downward trend and the importance of tolerance of pupils from different backgrounds is clearly understood.
- The use of a house system gives pupils a sense of belonging across age groups. The 'job vacancies' for tasks such as milk monitors and prefects help pupils take on responsibilities which prepare them well for their future lives.
- Attendance is average and is improving. The school works hard to address persistent absence and this has been reduced. The importance of consistent attendance is stressed in letters and newsletters.

The leadership and management requires improvement

- Leaders and managers at all levels know the school well and are committed to its improvement. Accurate assessment data is collected and the school produces a clear analysis of how well pupils are learning.
- Senior leaders have begun to implement plans to improve teaching but these have not yet had time to have an impact. The school demonstrates sufficient capacity to move forward and to continue its current improvement.
- Performance management and training have been used successfully to tackle the weakest teaching and bring about improvement. Staff changes have also resulted in improvements in teaching and pupils' achievement.
- The local authority carried out a review of the school a year ago and this provided an accurate assessment of the quality of teaching as well as constructive suggestions for improvement. As a result, leaders know their own school better and are taking more considered action to improve it.
- The curriculum provides good opportunities for learning and reflects the diverse backgrounds of pupils. It provides a range of experiences that contribute well to pupils' spiritual, moral, social and cultural development. For example, the school has links with schools in Zambia and India. Other themes, including 'Near and Far', 'Celebrations' and 'East Feast' help to reflect and extend pupils' experiences beyond the school.
- **The governance of the school:**
 - ensures that all safeguarding requirements are met
 - provides support and challenge for school leaders, but does not always link the quality of teaching to its impact on pupils' progress
 - ensures there is a link between the headteacher's performance targets and pupils' achievement, but are not rigorous enough in their evaluations of performance
 - knows the school well through a committee system, class links and meetings between members of the governing body and subject leaders.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124541
Local authority	Suffolk
Inspection number	406251

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	205
Appropriate authority	The governing body
Chair	Anna Batey
Headteacher	Angela Hamilton
Date of previous school inspection	18th November 2010
Telephone number	01638 713001
Fax number	01638 717681
Email address	ad.beckrow.p@talk21.com

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