

# Beaford Community Primary and Nursery School

Beaford, Winkleigh EX19 8LJ,

**Inspection dates** 26–27 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	<b>3</b>
Quality of teaching		Requires improvement	<b>3</b>
Behaviour and safety of pupils		Good	<b>2</b>
Leadership and management		Requires improvement	<b>3</b>

## Summary of key findings for parents and pupils

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

- Although children get off to a good start in the Early Years Foundation Stage, this is not built on well enough throughout the rest of the school. Pupils' progress slows across Key Stage 1 and is variable in Key Stage 2.
- The quality of teaching and learning in the majority of year groups requires improvement. Pupils are taught in mixed-age classes and frequently teaching does not ensure that all pupils' learning needs are met well.
- The monitoring of the quality of teaching and guidance does not focus sufficiently on the rates of progress made by different groups of pupils.
- Pupils with additional needs make similar progress to their peers across Key Stage 1. Their progress in reading is better in Key Stage 2, but is inconsistent in mathematics.
- Leaders, managers and the governing body have established a clear vision for the school. However, improvement planning does not focus enough on how well teachers are improving the progress of different groups of pupils within mixed-age classes.
- Children acquire reading skills and an understanding of letters and sounds well in Reception. This good start is not maintained in Year 1 because pupils are not consistently challenged to apply their knowledge to work out unfamiliar words.

### The school has the following strengths

- Pupils feel safe, behave well and enjoy their time at school. They develop a strong moral code and work well together.
- The curriculum provides a wide range of activities that stimulates and interests pupils. They are helped to develop an appreciation of museums, art and the environment.
- Nursery and Reception children make consistently good progress in their learning and development. Rich and stimulating music, art and movement activities develop inquisitive and increasingly independent children.

## Information about this inspection

- The inspector visited nine lessons, of which two were joint observations undertaken with the acting headteacher and the mathematics subject coordinator. In addition, the inspector observed and spoke to pupils at breaktimes, examined their work in books and listened to a sample of pupils reading.
- Meetings were held with a group of pupils, members of staff, including the acting headteacher and three representatives of the governing body.
- The inspector considered 21 responses to the on-line questionnaire (Parent View). He also took account of the views of staff, including those presented in 13 responses to the staff questionnaire.
- Other aspects of the school's work were examined, including the school's own data on pupils' current progress, monitoring documentation, records relating to behaviour and attendance.

## Inspection team

Mark Lindfield, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Beaford Community Primary and Nursery School is smaller than most primary schools. The school provides an Early Years Foundation Stage education for children from three years of age.
- Pupils are taught in four mixed-aged classes, including the Foundation Unit which provides for Reception children and a small number of Nursery children.
- Around a tenth of pupils are known to be eligible for the pupil premium funding, half the proportion of most primary schools.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than in most schools. The proportion of pupils supported at school action plus or with statement of special educational needs is well above that found in most schools. Their needs include moderate learning difficulties and speech, language and communication difficulties.
- The school has gone through a period of change over the previous year, with new staff appointments, changes in middle leadership responsibilities and senior leadership and management. At the time of the inspection, the substantive headteacher was on maternity leave. A management partnership arrangement in place during the spring term has been succeeded by an acting headteacher who has only been in post for three weeks.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.

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

- Improve the quality of teaching and learning by:
  - ensuring work challenges pupils of all abilities within mixed-age classes
  - improving the quality and consistency of marking so that pupils understand clearly what they need to do to improve their work
  - maintaining the good practice in developing pupils' knowledge of letters and sounds across Years 1 and 2
  - ensuring that recent improvements in mathematics are embedded so that pupils develop their calculation skills and knowledge of number facts.
- Strengthen the effectiveness of leadership and management so that:
  - actions identified in improvement plans can be clearly measured against raising pupils' achievement
  - monitoring systems focus on the progress made by different groups of pupils.
- Complete an external review of governance to:
  - ensure governors provide effective challenge as well as support to maximise the impact and success of school improvement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress from entering Year 1 and across the school requires improvement. In lessons, too many pupils do not receive sufficient levels of challenge to make the progress of which they are capable.
- Although most pupils' attainment by the time pupils leave school is average, the proportion reaching Level 4 in reading and the higher Level 5 in mathematics is less than most schools nationally. The attainment of pupils in receipt of pupil premium is similar to their peers.
- Pupils' progress in acquiring writing skills across the school requires improvement. Pupils are not consistently required to apply their writing skills in other subjects, so they do not develop enough fluency in their work. However, in Years 1 and 2, they are developing an imaginative range of adjectives and verbs in their writing and older pupils can identify examples of personification, similes and metaphors.
- Speaking and listening skills are developed well through performing poetry to an audience. Pupils enjoyed reciting and acting out their own poetry and quickly learnt a poem by heart to perform to others. Older pupils spoke enthusiastically about their reading and pupils are supplied with a wide range of suitable reading materials in classes and the school library.
- Pupils in Year 1 do not consistently apply their knowledge of letters and sounds to work out unfamiliar words. This is slowing their progress in learning to read.
- Pupils' recall and understanding of number facts and place value are not strong enough for pupils to make good progress in mathematics. However, changes in the planning of mathematics and increased opportunities to apply mathematical skills to solve problems have led to improvements in pupils' progress in some year groups. Years 5 and 6 pupils enjoyed placing decimal numbers in order in a well-organised activity.
- Rates of progress of pupils in receipt of pupil premium and/or those with special educational needs rise and fall as they move up through the school. Across Years 1 and 2, the vast majority of pupils in receipt of pupil premium and those with special educational needs make satisfactory progress. Their progress varies across Years 3 and 4, with increasing numbers making better progress in Years 5 and 6.
- From broadly average starting points, over the last three years a higher than average proportion of children leave Reception and enter Year 1 with skills above expectations for their age. Good teaching and a stimulating environment ensure that children enjoy their experiences and make good progress. Children's creativity and artistic development are particularly well promoted. Children showed imagination and enjoyment as they played percussion instruments and performed on an outdoor stage. Their early calculation and number recognition skills are developed quickly as they count confidently using beads and recognise one more and one less.

### The quality of teaching

### requires improvement

- Teaching in the Nursery and Reception classes is consistently good, but elsewhere in the school it requires improvement.
- Teaching does not regularly provide the right level of challenge required for all pupils in mixed-age classes to make good progress. Too often, all pupils carry out the same task because lessons are planned with a single aim rather than adapted to meet pupils' different learning needs.
- Assessments in lessons are used well in Years 5 and 6 to adapt the activity and to explain pupils' difficulties. Staff are becoming more confident in adapting the number of days they spend on a particular area of mathematics that pupils find more difficult and this is resulting in pupils' better progress.
- Learning in Nursery and Reception is sharply focused. Children benefit from high quality and stimulating activities across all areas of learning. Music, movement and arts are a

particularly strong aspect. Children used strips of cloth to brighten a stage area, designed coloured hats and performed their own made-up songs and dances to each other.

- The teaching of letters and sounds (phonics) is systematic and occurs regularly. Letters and sounds are taught well to Reception children. Staff do not seize all opportunities to encourage pupils to apply their developing reading skills in Years 1 and 2 and make more rapid progress.
- Questioning is well used by some, but not all staff, to check pupils' understanding and depth of knowledge and to assess pupils' understanding. Teaching assistants often use questioning well to challenge pupils to improve. In Years 5 and 6, the teaching assistant used careful questioning and clear explanations which helped pupils in a small group to better understand the use of similes.
- Classrooms are attractive learning environments and all feature a role play area which is used well to develop pupils' oral language skills. Pupils' work in a wide range of subjects, visual aids and pupils' targets are on display in all classes.
- Class teachers make good use of computers and interactive whiteboards using films and video sequences to engage pupils in their learning. These are often well used to provide visual explanations which help pupils to understand difficult technical language in science and how to perform poetry.
- Teachers' marking is conscientious, identifies errors and celebrates success. However, it is not linked closely enough with the system for setting targets or the central focus of the lesson. Better marking in Years 5 and 6 more consistently helps pupils to take responsibility for following up and understanding what they need to do to improve their work.

### **The behaviour and safety of pupils are good**

- The school is a calm and friendly place. Pupils form good relationships with adults, including administrative and support staff and those new to the school.
- Inspection evidence shows that the vast majority of parents feel that the school is safe. All those parents who responded on line through the Parent View survey agreed that their children are happy at the school.
- Pupils show courteous manners and polite behaviour to each other and adults. Playtimes are friendly and pupils of all ages are respectful of each other's differences.
- Older pupils willingly take on responsibility in a wide number of roles. All pupils have opportunities to express their views and ideas through school and eco-councils helping to improve the school environment.
- Attendance has improved over the last three years and is now higher than most schools. Inspectors observed good punctuality at the start of the day and in pupils' arrival into lessons.
- Learning behaviour is positive, with pupils trying their best, including on those occasions when work is too easy or too difficult. Throughout the school, pupils work cooperatively in small groups and in paired discussions.
- Pupils report that they feel safe in the school, and the vast majority of parents agree. Those few who spoke of bullying instances at some point in their school life felt that staff had responded to their concerns and acted to stop bullying. Pupils are confident in raising their concerns with adults and through the 'worry boxes' in each classroom.
- Safety is given a suitably high profile so that pupils are encouraged to keep themselves safe. Pupils recently visited a 'life bus' where they learnt about how to keep healthy and maintain their well-being.

### **The leadership and management requires improvement**

- Senior and middle leaders check regularly on the pupils' progress. However, their

monitoring of the quality of teaching does not focus closely enough on the progress of different groups of pupils within the lesson. Teachers are not regularly provided with clear and precise guidance on how to improve their practice to meet the needs of all pupils in mixed aged classes.

- School improvement plans illustrate the drive to improve the school and have led to improvements in mathematics. However, current plans do not clearly identify the difference that the various actions will have in raising achievement.
- In a short space of time, the acting headteacher has made the best possible use of available data to compile and present detailed information on the progress of pupils in reading, writing and mathematics.
- Middle leaders, some with new responsibilities, are enthusiastic and work as a close team to provide support, advice and share ideas. They complete plans and in key subjects are involved in looking at pupils' work and observing lessons. However, these plans are not focused on the need to ensure that all pupils within mixed-age classes are being stretched and challenged.
- The newly appointed coordinator has a clear understanding and awareness of provision for pupils with special educational needs, as is evident within her own classroom. Individual education plans are reviewed regularly but do not contain specific and measurable targets. As a result, additional support for pupils at school action, with statements of special educational needs and for pupils known to be eligible for free school meals is helping them to make better progress in reading, but less in writing and mathematics.
- Interesting activities are provided for all groups of pupils throughout the curriculum. Trips and visits are frequent and are linked well to pupils' learning. Art has a high profile; attractive art work, including sculptures of sheep and trees, brighten school corridors and contribute to pupils' spiritual, moral, social and cultural development.
- The local authority has worked with the school over the last year to provide professional development and support for teachers and teaching assistants and this is helping to develop the quality of teaching and learning in mathematics.

■ **The governance of the school:**

- Governors provide support, visit regularly and publish termly newsletters. They responded well to secure the recent appointment of an acting headteacher. Statutory duties are carried out appropriately, including safeguarding arrangements.
  - Available information is not used effectively by members of the governing body to check the difference that actions are making to pupils' learning and progress across the school.
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## 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

<b>Unique reference number</b>	113129
<b>Local authority</b>	Devon
<b>Inspection number</b>	403194

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

<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>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Bennett
<b>Headteacher</b>	Rob Norton
<b>Date of previous school inspection</b>	17 October 2007
<b>Telephone number</b>	01805 603263
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