

Beaupre Community Primary School

Church Drove, Outwell, Wisbech, PE14 8RH

Inspection dates 10–11 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		Good	2
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

- There are inconsistencies in the progress pupils make from one year to another so that achievement is not as high as it should be, especially for more-able pupils.
- There is not enough good or better teaching. In particular teachers do not plan suitable work for pupils across the range of ability.
- Teachers' marking and feedback do not give pupils enough help to improve their work.
- The pace of school improvement in recent years has been too slow.
- Senior leaders, including governors, have not focused enough on checking on the quality of teaching so they can improve it.
- Leaders do not collect and review information that shows how well pupils are doing often enough.

The school has the following strengths

- The progress made by Reception children is good.
- Additional adults provide a good level of support for pupils who find learning difficult.
- Behaviour is good. Children are caring towards each other and show respect for adults.
- Pupils feel safe and secure and look forward to coming to school.
- The school is well maintained and the classrooms, playground and fields are child-friendly and encourage learning.
- The new leadership team has identified and begun to tackle weaknesses in progress and teaching.

Information about this inspection

- Inspectors observed 20 lessons taught by six teachers.
- Inspectors met with leaders and managers, teaching staff, support staff and pupils from all year groups.
- Parents gave their views through informal discussion and using the online Parent View survey, from which nine responses were received.
- Work recorded in pupils' books from was analysed.
- School policies, development plans and self-evaluation reports were reviewed.

Inspection team

Andrew Read, Lead inspector

Additional Inspector

Maxine Clewlow

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The school has had a number of interim headteachers over a three year period. A new headteacher took up a permanent post in September 2012.
- A below-average proportion of pupils speak English as an additional language.
- The proportion of pupils of minority ethnic heritage is well below average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational need is below average.
- The school has on-site early years provision that is not managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the amount of good or better teaching across all year groups and key stages by:
 - undertaking regular and rigorous monitoring of teaching and scrutiny of pupils' work, ensuring that weaker teaching is improved and good practice is shared across the school
 - making certain that higher ability pupils receive adequate challenge in lessons, thus increasing the proportion of pupils attaining higher levels at the end of each key stage.
- Improve the way assessment information is used to support pupils' progress by:
 - ensuring assessment is undertaken regularly and used to inform lesson planning
 - making sure that the marking and feedback written in pupils' books explains how work can be further improved.
- Further strengthen the capacity of leaders to implement change by:
 - ensuring that the vision, aspirations and development priorities of the new headteacher are shared across the school
 - holding teachers to account for the standards reached by pupils in each year group
 - making sure that the governing body uses information on pupils' progress to monitor and challenge school performance.

Inspection judgements

The achievement of pupils **requires improvement**

- Achievement varies between year groups as a consequence of the inconsistent quality of teaching. Where teachers are addressing the specific needs of individuals, such as in the teaching of data handling in Year 2, achievement is good.
- Progress in Reception is good. Pupils enter the school at expected levels of development. Past assessment data and current provision suggests that, over the year, progress compares favourably to national expectations.
- In Key Stage 1, progress is inconsistent, with pupils making better progress in Year 2 than Year 1. This is because children's achievement in the areas of learning in Reception is not built upon when they enter Key Stage 1.
- In Key Stage 2, progress is also inconsistent. Progress is relatively slow in Years 3 and 4 but it increases in all subjects in Years 5 and 6. By the end of year 6 pupils are at nationally expected levels of attainment for reading, writing and maths. The attainment of pupils in 2012 was better than in previous years.
- Overall, higher ability pupils do not make the progress that they are capable of and, as a consequence, fewer pupils than expected achieve higher levels of attainment by the end of each Key Stage.
- Disabled pupils, those with a statement of special educational need, pupils with English as an additional language and pupils known to be eligible for the pupil premium all make expected progress.
- Analysis of pupils' books shows that there is variation in the progress made by individual pupils within different year groups. Whilst this underachievement is to some extent rectified through intervention made in older year groups, identification is not early enough.
- Reflecting good provision for pupils' spiritual, moral, social and cultural development, pupils show a good understanding of topics they have studied such as world cultures and religion.

The quality of teaching **requires improvement**

- There is not enough good or better teaching. During the inspection no outstanding teaching was observed. This profile of teaching is matched by the school's own lesson observation data.
- In Key Stage 1 teaching is inconsistent in quality, being stronger in Year 2 than Year 1. Better teaching was characterised by work that was more closely matched to the different levels of skills of pupils in the class.
- In Key Stage 2 teaching is similarly inconsistent. Again, the same work tends to be given to all pupils without regard for different skill levels. Some lessons provide too few opportunities for pupils to think things out for themselves, being too heavily teacher-led with pupils simply following instructions.

- The intensive revision and consolidation work undertaken with Years 5 and 6 is effective in accelerating rates of progress so that pupils achieve expected outcomes by the end of Key Stage 2. While this compensates for the slower progress made in years 3 and 4, it is no substitute for consistently good teaching.
- In all year groups there is too little challenge for higher attaining pupils.
- Teaching in Reception is good. Provision is stimulating and responsive to children's needs so that they all learn well. For example, in one session children were being encouraged to work cooperatively to investigate counting, with adults providing challenge and structure through appropriate questioning and modelling. This approach supported the needs of different children, whilst also enabling them to work together within the same learning activity.
- Teaching assistants are deployed well in all year groups. They provide effective support for disabled pupils and those with special educational needs as well as those supported by pupil premium funding. They also work well with small intervention groups to support the development of writing.
- Although books are marked regularly, too often comments praise the completion of work, but omit to provide clear feedback or set out next steps in learning.
- Teachers are able to make accurate judgements on the attainment levels reached by pupils. However, a lack of regular, routine assessment data means that teachers' lesson planning is not always well matched to the different attainment levels represented in the class. This has meant the underachievement of some pupils has gone unchecked over periods of time.
- The available evidence of the quality of teaching over time suggests that it is improving and this is associated with the school's monitoring and subsequent action to share best practice.

The behaviour and safety of pupils are good

- Pupils' good behaviour and attitudes contribute well to their learning. They collaborate well and support each other in lessons. For example in an observed science lesson a whole class discussion on the relative movement of planetary objects was characterised by children listening to each other and valuing the ideas that different pupils put forward.
 - Disruption to lessons caused by poor behaviour is rare. On occasion, learning is hindered as a result of weaker teaching and lack of interest on the part of pupils.
 - Pupils play well together, helping and supporting each other. Bullying is rare and pupils are very kind towards each other. Awareness of how to spot and report bullying is good at all age levels, and pupils feel that adults respond quickly and helpfully to any concerns they raise.
 - Pupils have good awareness of risk, and understand what to do if they feel unsafe whilst with others. Awareness of e-safety is similarly well developed, covering a range of contexts.
 - The school's support for pupils whose circumstances make them vulnerable is good. As a consequence these pupils feel safe, and are in receipt of effective multi-agency support which is well coordinated by the school.
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- Systems and procedures for recording incidents about behaviour and safety meet requirements but do not lend themselves to analysis to help inform future action.

The leadership and management requires improvement

- Over the last three years frequent changes in leadership have resulted in a lack of consistency in the formulation, application and quality of school improvement processes.
 - In the past the monitoring of teaching has not been frequent or effective enough. This has allowed weaker teaching to continue unchecked in certain year groups.
 - The local authority has been supportive of the school during its changes in leadership and in giving advice to the new headteacher.
 - The new leadership team has made a good start, building on previous work to identify key areas of weakness and bring about school improvement. The perceptions of staff and parents show that this has been very well received.
 - The new headteacher has conducted an intensive review of the quality of all teaching and has accurately identified key strengths and weaknesses. Evidence from monitoring suggests that this is already leading to improvement and in particular decisive action is being taken to address weaker teaching.
 - Past scrutiny of pupils' work has not been frequent or effective enough so that poor work has been allowed to continue unchecked. There is evidence that more systematic checking is already having a good effect.
 - Planning has been inconsistent, resulting in an uneven curriculum. A recent review has ensured better balance between subjects and progression between year groups. The curriculum also now provides well for the specific needs of the pupils, and good enrichment activities were observed by inspectors.
 - Assessment data is now being collected on a regular basis and analysed to identify under-achievement by individuals or groups. This has shown, for example, that higher ability pupils are not making sufficiently rapid progress, and this is now a development priority for the school.
 - Recent self-evaluations by the school have been accurate and the areas for improvement match inspection findings.
- **The governance of the school:**
- The quality of governance has been variable in recent years, and until recently governors have been unable to put in place a permanent headteacher, relying instead on local authority intervention.
 - Leadership is now improving through a committed Chair of Governors. The appointment of a new headteacher and the instigation of a more challenging approach to the monitoring of teaching by reviewing assessment data, show a capacity for improvement.
 - The school has embarked on a programme of classroom improvements, made possible through prudent management of the school's finances.
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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

Unique reference number	110643
Local authority	Cambridgeshire
Inspection number	401138

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	152
Appropriate authority	The governing body
Chair	Graham Mayer
Headteacher	Owen Rhodes
Date of previous school inspection	13 October 2009
Telephone number	01945 772439
Fax number	01945 773004
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