

# Beechwood Primary School

Ambleside Close, Reading, RG5 4JJ

## Inspection dates

7–8 February 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- As a result of effective teaching, pupils make good progress so that standards at the end of Key Stage 2 are above average in reading, writing and mathematics.
- Pupils make a good start with their reading and enjoy working together in Reception. Older pupils leave well prepared with good skills to move onto their next school.
- Pupils behave well. They are polite and the school is a calm and quiet place. Pupils say they feel safe, and that bullying is rare and they have confidence in their teachers to act quickly. They enjoy the wide range of clubs on offer.
- Parents and carers say that the school cares for their children and praise the way that teachers help their children feel at home and catch up quickly.
- Improvements in leadership, including governance, since the previous inspection has secured significant improvement to teaching and pupils' achievement.
- Members of the governing body are highly effective and hold the headteacher to account well. They ask the right questions to get a better understanding of how well the school is doing and are keen to look for ways to make the best use of all the school's resources.

### It is not yet an outstanding school because

- Teaching is not yet good enough to ensure that pupils make the fastest possible progress.
- Sometimes, teachers spend too long talking and do not allow enough time for pupils to work on their own.
- The school needs to improve the way it plans, collects and organises information about all of the actions it takes so that it can explain to everyone how well it is doing in improving progress for all pupils.

## Information about this inspection

- Inspectors observed teaching in 21 lessons and saw all teachers, some more than once. Five were joint observations with the headteacher. Books and pupils' work were looked at during teaching observations to check their progress.
- Pupils read to inspectors and they were asked about their views of the school. A visit was made to the breakfast club and inspectors observed an assembly, playtimes and lunch breaks.
- A range of documents were checked including safeguarding documents, school information including checks on teaching and training plans, local authority reports, details of clubs and activities to help pupils to develop social skills, and the school website.
- Discussions took place with the headteacher, the leadership team, the Chair of the Governing Body and the Vice-Chair, teachers and a representative from the local authority.
- Inspectors met with parents who asked to meet an inspector and parents and carers bringing children to school. The views of parents and carers were also gathered from the online questionnaire (Parent View) and from a recent school survey of parents' and carers' views.

## Inspection team

Christine Fogg, Lead inspector

Additional inspector

Deirdre Crutchley

Additional inspector

Philip Littlejohn

Additional inspector

## Full report

### Information about this school

- Beechwood Primary School is slightly larger than the average-sized primary school.
- The number of children currently entering the Reception class each year means that some classes through the school contain mixed-age ranges.
- The proportion of pupils who are known to be eligible for the pupil premium, which is extra funding provided to support pupils eligible for free school meals or in the care of the local authority, is below the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average, but the proportion at school action plus or with a statement of special educational needs is below average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is average with the proportion of Indian pupils being above the national average. The number of pupils at early stages of learning to speak English as an additional language is below average.
- The school runs a breakfast club and a range of after-school clubs paid for by parents and carers.
- The school does not use alternative provision.
- Pupils have the option to sit entrance exams to selective local secondary schools.
- 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 rate of pupils' progress by improving the quality of teaching from good to outstanding by:
  - ensuring teachers plan lessons that clearly show what additional adults need to do to help pupils develop their skills
  - organising lessons to give more time for pupils to work on their own and less time listening to adults
  - ensuring that systems for spreading teachers' good practice throughout the school are strengthened.
- Organise school information so that everyone understands what actions have worked well and what needs to happen next.

## Inspection judgements

### The achievement of pupils is good

- Good teaching means that the work in pupils' books and in lessons shows good progress in reading, writing and mathematics in all classes. Some pupils in Years 5 and 6 make exceptional progress.
- Attainment in Year 6 is above the national average and pupils have made faster progress than their peers nationally over the past three years.
- Key Stage 1 pupils have not always made as much progress in their writing because teaching was not good enough, but school's current information and the work seen in books shows that better teaching is tackling this effectively and progress is good. The local authority has helped the school to check the quality of pupils' writing and is confident in the school information.
- In the past, children have entered the Early Years Foundation Stage with levels of skill that are expected for their age. However, information for the current intake shows them to be slightly below average. Nevertheless, these children are being taught well and are being helped to catch up quickly.
- Pupils of all backgrounds make good progress through the school, including those of Indian heritage.
- Disabled pupils and those with special educational needs make good progress throughout the school.
- School information shows that pupils who are known to be eligible for the pupil premium, including those entitled to free school meals, make good or better progress. The gap with all pupils nationally, as measured by average points score, is narrowed significantly because small group work and one-to-one support is effective.
- Phonic (the sounds letters make) skills are taught well to the youngest children and pupils continue to use their skills throughout the school to help them to tackle new words. Pupils develop a love of and an appetite for reading, so that by the end of Year 6 standards in reading are above average.

### The quality of teaching is good

- The quality of teaching over time is good. Occasionally, teaching is not as effective because teachers spend too much time talking and, as a result, pupils' become bored and progress slows.
- All teachers mark books in the same way, using one colour to help pupils see what it is they have done well and a different colour to show where mistakes have been made. The written comments help pupils to understand how to improve their work and sometimes pupils try again as soon as they read the comments, showing how keen they are to get better.
- Teachers make good links across the curriculum. For example, in a handwriting class, pupils used phonic blends from the story of the '*Three Bears*', which kept their interest alive. In an outstanding lesson, pupils were given the opportunities to discuss mummification, and to look at chemicals and to smell herbs used in the process. Pupils then used computers on their own to write instructions in a similar style to a published text, and they did this with enthusiasm and, as a result, made excellent progress.
- Teachers plan lessons so that pupils get the right kind of work to help them to learn. Sometimes the teacher takes too long explaining information and giving instructions; this means that not enough of the lesson is used for pupils to practise their skills and have a go at being creative.
- The school plans a wide range of interventions and uses small group work to help pupils make good progress. Sometimes other adults do not stretch pupils enough and offer help too quickly. This is because teachers do not always plan clearly enough to help other adults support pupils to

try and tackle work by themselves before they step in to help.

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

- Pupils are polite and they move around the school safely and calmly. Playtimes are safe and the pupils play enthusiastically. They come in from playtime very sensibly and with little fuss.
- Bullying is rare and pupils know who to go to for help, and they are confident that this will be dealt with quickly. They talk knowledgeably about safety. Racist incidents are rare and the school fosters good relationships extremely well.
- Attendance is above average. Pupils take great pride in knowing when their class has achieved 100% in their weekly attendance competition.
- The school uses a range of actions to help a few pupils who find it hard to behave well, to manage their behaviour. Pupils know that some of their peers find life difficult at times and understand that their teachers will always help them and will 'never let them down'. As a result, poor behaviour rarely interrupts learning.
- Lessons are calm and purposeful. Sometimes the pupils are told how to behave when there is no need to remind them, they understand what good behaviour looks like and are well behaved.
- Parents and carers think that the school looks after their children well and it is a safe place to be. The school is well regarded and parents and carers praise the care and support given to their children, saying that the school is friendly and approachable.

### **The leadership and management** are good

- Good leadership has ensured that teaching has improved since the last inspection. Teachers are given regular feedback about their teaching and understand that everyone can improve something. They have worked together on planning ways to improve teaching and develop an understanding of what outstanding teaching looks like. Leaders understand that there is still work to do to ensure that all teaching is at least good and have a good grasp of what needs to be done next.
- The local authority provides light-touch support for this good school. This was welcomed by the school leadership and provided well-considered training to improve the teaching of English and mathematics which has been well received by staff. Performance management systems are in place and these have contributed to improvements in the quality of teaching and accelerating pupils' progress. The system is robust and ensures that salary progression is deserved and linked to pupils' progress. The school uses a range of external training opportunities as well as training in school but this is not coordinated into a single plan so it is not clear if this work meets the school's priorities.
- Leadership has been effective in accelerating pupils' progress and improving the resources in the Early Years Foundation Stage. A wide range of actions have been used to improve pupils' behaviour and social skills. What has not been so effective is the way that the school has collected and checked information. This means that the school is not always aware of the full impact that actions have had for some pupils.
- The school provides a broad range of opportunities to enhance and enrich the curriculum. These are planned well, and provide excellent opportunities for developing social skills and good opportunities for developing moral and cultural awareness, but more could be done to provide opportunities for developing spiritual development.
- Safeguarding arrangements are thorough and up to date. Leaders effectively promote equality of opportunity for all pupils and staff, and are proactive in tackling any form of discrimination.
- **The governance of the school:**
  - Members of the governing body are a significant strength in the capacity to continue to

improve. They understand the strengths and weaknesses of the school very well and their self-evaluation matched the view of inspectors. They know what good teaching looks like and they explained the way that performance management of teachers and the headteacher will help the school to make sure that teaching continues to improve. They ensure that pay rewards for teachers and leaders reflects the performance of pupils. Governors are very knowledgeable about the school information on pupils' progress and how it compares with similar schools locally and nationally. They explained that they had a vision for the school and were committed to working on it with the headteacher, and that this would mean continuous improvements and better use of financial resources. Governors ask challenging questions of the leadership team about the results of spending the pupil premium grant and have good ideas about ways to improve value from school resources. Governors use training to improve their skills and have recently attended pre-Ofsted training.

## 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>	109936
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	405265

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Holt
<b>Headteacher</b>	Gordon Davies
<b>Date of previous school inspection</b>	March 2011
<b>Telephone number</b>	01189 695976
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