

Beech Grove Primary School

Courtland Road, Wellington, Somerset, TA21 8NE

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Achievement is good and has improved since the last inspection. This year, greater numbers of pupils are making good progress and reaching higher levels than previously.
- Teaching is consistently good, with an increasing amount that is outstanding. As a result, pupil progress is now almost always consistently good across the school.
- Pupils are well behaved and have positive attitudes to their learning. They value their school and enjoy making a positive contribution to it.
- Leadership, including middle leadership and governance, is strong and leading to improvements in outcomes for pupils.

It is not yet an outstanding school because

- Children in the Reception class do not make fast enough progress in mathematics.
- Teaching assistants do not provide consistently high levels of support, which hinders pupils' rate of learning.
- There is not enough outstanding teaching. Work is not always challenging enough for all pupils and does not enable them to make outstanding progress.

Information about this inspection

- Inspectors visited 26 lessons and parts of lessons, four of which were conducted jointly with the headteacher.
- The inspectors met formally with pupils from Key Stage 1 and Key Stage 2 and spoke to pupils in lessons, during lunch time and at break time.
- Inspectors scrutinised work in pupils' books and listened to a group of Year 1 pupils read. Inspectors also spoke to pupils in Key Stage 2 about their reading.
- Inspectors considered the 35 responses to the staff survey and the 29 responses to Parent View, the online parent questionnaire. Inspectors also spoke with a number of parents during the inspection.
- Inspectors met formally with pupils, senior leaders, governors, and teachers.
- A range of documents was considered, including minutes of governing body meetings, external adviser reports, records relating to safety, attendance, safeguarding and behaviour, the school improvement plan and information on pupils' current standards and rates of progress.

Inspection team

Phillip Minns, Lead inspector

Her Majesty's Inspector

Tracy Hannon

Seconded Inspector

Susan Smith

Additional Inspector

Full report

Information about this school

- Beech Grove is slightly larger than most primary schools.
- The proportion of pupils who are eligible for the pupil premium is lower than average. This is extra government funding given to the school for children known to be eligible for free school meals and children looked after by the local authority.
- The majority of pupils come from White British backgrounds. English is an additional language for a small number of pupils.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is much lower than the national average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching, so that greater numbers of pupils make rapid progress, by:
 - providing high levels of challenge for all pupils in lessons
 - improving the teaching of mathematics in the Early Years Foundation Stage
 - ensuring that all teaching assistants are well deployed to enable pupils to make rapid progress.

Inspection judgements

The achievement of pupils

is good

- Children join the Reception Year with levels of development that are generally just below those expected for their age. During the year they make very good progress in most areas of learning, particularly reading and writing. Although children are well placed to enter Year 1, they do not make as much progress in the early development of their mathematical knowledge as they do in other areas.
- Standards are rising in Key Stage 1 because teaching has improved in reading, writing and mathematics. Pupils are increasingly able to achieve the higher levels in reading and writing because of the good start they get in the Early Years Foundation Stage. Improvements in mathematics are slower because pupils' basic skills and knowledge are not as well developed by the time they leave the Reception class. Although standards in mathematics have risen steadily since the last inspection, not as many pupils achieve the higher levels in mathematics as do in reading and writing.
- The teaching of phonics (the sounds that letters make) is very good. As a result, most pupils reach the expected standard by the end of Year 1, and all by the end of Year 2. Consequently, more pupils are now reaching the higher levels of reading by the end of Year 2.
- Pupils make good progress in Key Stage 2 and in previous years achieved standards significantly above the national averages. Although results in 2013 dipped, current pupils are achieving well.
- The most able pupils achieve well in the school. The proportion of pupils able to work at the higher levels in reading, writing and mathematics by the end of Year 6 is above the national average.
- The dip in the 2013 Key Stage 2 results confirmed that last year's Year 6 pupils, who were eligible for the additional support, were a year behind their peers' development. Recent improvements to the quality of teaching have increased pupils' rate of learning. Consequently, the gap between the achievement of different groups has narrowed significantly in both English and mathematics. This can be seen in the success of all pupils in the Year 1 phonics assessment.
- Disabled pupils and those who have special educational needs make good progress, as do those who have English as an additional language. This is because the school ensures that these pupils receive the support they need in the classroom and effective additional support for specific individual needs.

The quality of teaching

is good

- Pupils make at least good progress and enjoy learning. Teaching is not outstanding because the level of challenge in lessons is not consistent across subjects and year groups. Consequently, some pupils do not achieve as highly as they might.
- Reading and writing are well taught. Lessons focus on developing basic skills well from the moment children enter the school. Teachers assess pupils accurately, plan lessons carefully and have good subject knowledge. Consequently, pupils do well and enjoy school.
- The teaching of mathematics has improved since the last inspection. As a result, pupils make good progress. However, rates of progress in mathematics are not yet as strong as the progress pupils make in reading and writing. This is because pupils do not have such a good start in mathematics as they do in English.
- Teaching is good, with an increasing amount that is outstanding. Where pupils are given a high level of challenge in activities they are confident to tackle them head on.
- Where teaching assistants are well deployed and have the subject knowledge they need, they make a good contribution to pupils' learning. However, in some lessons, teaching assistants provide too much help, which prevents pupils from thinking for themselves and slows their learning.
- Teachers use their knowledge of pupils' development to plan subsequent lessons, which helps

pupils to build on their prior learning.

- Teachers make their expectations clear for different groups of pupils. The needs of the most able pupils and those with special educational needs and/or disabilities are met well. Consequently, they improve their knowledge and understanding and make good progress.
- Teachers' marking of pupils' work in writing is of a very high quality. Pupils are consistently expected to evaluate their own work and this enables them to identify their own next steps in learning. However, the marking of mathematics is not of the same high quality as other subjects and does not provide pupils with the same level of information and feedback.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Policies and procedures are applied consistently by staff. Pupils are polite and understand the consequences of poor behaviour. They are confident that any concerns they have are taken seriously and dealt with promptly.
- Pupils have positive attitudes to their learning and enjoy coming to school. They feel safe and well looked after. The vast majority of parents also say that their children feel safe and happy at school.
- Behaviour and safety are not yet outstanding because pupils' attitudes to their learning are not of an equally high standard with different staff. Consequently, the school does not yet have an exceptionally positive climate for learning.
- Pupils have a high opinion of the school and value the opportunities they have to make a difference to it. Year 6 pupils take their additional roles and responsibilities seriously to make their school a happier and safer place.
- The school's work to keep pupils safe is good. There is a comprehensive approach to ensuring that pupils understand e-safety. All pupils, including the youngest in the school, have a good understanding of how to keep themselves safe when using the internet. Parents value the e-safety support available to them on the school website. There are well-developed systems to manage safety in the school and risk assessments are detailed and thorough.
- Pupils have a very good understanding of all types of bullying. Although they say little bullying occurs, they are confident that adults listen to them and take their concerns seriously.
- Attendance is improving. Although it was below the national average in 2013, it is now in line with national averages.

The leadership and management are good

- The school has a strong culture of inclusion and respect that is valued by the whole community. Pupils speak about how they 'come first' in the school. They recognise that their interests are at the heart of everything the school does. This is the result of the strong leadership of the headteacher who has developed an able team of leaders who share her strong commitment to the pupils in the school.
- The provision for pupils' spiritual, moral, social and cultural development is very good. The school promotes equality of opportunity well. Pupils develop a sound grasp of their responsibilities as a citizen and have opportunities for leadership roles within the school and local community. For example, Year 6 pupils work towards a 'Civic Award' at the end of the year. Pupils speak passionately about this work.
- Leadership is not outstanding because some pupils do not achieve as well as they could.
- The curriculum is broad and balanced. Teachers ensure that work in different subjects is linked together so that pupils' learning makes more sense to them. As a result, pupils speak enthusiastically about their learning. Pupils have a broad range of learning experiences, exciting visits and activities which support their learning. Literacy is taught particularly well, resulting in pupils being well prepared for the next stage of their education. There is a comprehensive range of clubs designed around pupil choice.

- Leaders have well established systems in place to monitor the school's effectiveness. School plans focus on the right areas; actions taken since the last inspection have improved the quality of teaching.
- The government's additional funding for sport is being used well to develop the expertise of staff and increase pupils' involvement in sporting activities. As a result, there are increased levels of participation, with the most able sporting pupils now having the opportunity to compete with pupils from other schools. Parents and pupils value the range of sport available.
- In recent years, the school has received little support from the local authority.
- The school has made full use of its role in the local cluster of schools to share good practice and to support other schools. For example, senior leaders from the cluster have moderated their judgements on teaching to ensure that they are accurate, and an experienced teacher has supported other schools to moderate standards in writing.
- Middle leaders provide strong leadership and have a positive impact on raising standards. They make good use of leadership time to support teaching staff to develop. Systems to monitor and improve the performance of staff are very effective and have improved the quality of teaching. The ethos in the school is one of continual improvement where staff willingly accept advice.
- **The governance of the school:**
 - Governors are fully involved in the life of the school. They provide good levels of challenge to leaders, both in meetings and through their visits. They regularly attend training to improve their skills. Governors understand the link between teachers' pay progression and pupil achievement. Governors use data well to monitor pupil achievement and compare school results with national figures. Governors have ensured that the school is financially secure and that all funding is spent wisely. They have taken a particular interest in the way in which the pupil premium and sport premium are spent. Governors' oversight of safeguarding is thorough. Statutory requirements for safeguarding are met.

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	123711
Local authority	Somerset
Inspection number	444136

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Cliff Marsh
Headteacher	Kerry Chappell
Date of previous school inspection	3–4 March 2010
Telephone number	01823 662438
Fax number	01823 666497
Email address	office@beechgrove.somerset.sch.uk

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