



# Beedon Church of England (Controlled) Primary School

## Inspection Report

**Unique Reference Number** 109950  
**LEA** West Berkshire LEA  
**Inspection number** 278317  
**Inspection dates** 12 June 2006 to 12 June 2006  
**Reporting inspector** Philip Mann AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Stanmore Road
<b>School category</b>	Voluntary controlled		Beedon
<b>Age range of pupils</b>	5 to 11		Newbury RG20 8SL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01635 248284
<b>Number on roll</b>	41	<b>Fax number</b>	01635 248284
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Susan George
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Mrs Mary Sitch

Age group	Inspection dates	Inspection number
5 to 11	12 June 2006 - 12 June 2006	278317

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Beedon CE Primary School is much smaller than average and serves a small community with a mixture of housing. Pupils come from varied home backgrounds with a very small number from minority ethnic groups. The proportion of pupils with learning difficulties is about average. The overall attainment of pupils coming into the school at the age of five varies but is generally below average. Strong links exist with the local church.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Beedon CE Primary judges itself to be an effective school and this is confirmed by the findings of the inspection. Overall, the quality of teaching and learning is good and activities are carefully matched to the individual needs of pupils. Provision for Foundation Stage children taught within the infant class is good with some imaginative learning opportunities planned for these children to make choices and learn through play. Pupils with learning difficulties achieve well because work is carefully targeted to their needs and support staff provide effective levels of guidance. Very good links have been established with other professionals to ensure that vulnerable pupils are very well cared for. The needs of these pupils are very effectively monitored by the school and sensitive care and support is provided when needed. Generally, all pupils achieve well in basic skills and this is particularly so in the use of computers, where standards are high. However, standards in writing are only just satisfactory and pupils' handwriting lacks sufficient care and attention to detail. The school has correctly identified this as a key priority for improvement and new initiatives are already starting to have a positive impact on pupil achievement. However, more still needs to be done to raise standards further.

Leadership and management are good and staff work together as an effective team to provide a positive climate for learning. Governors are dedicated and hard working. They play an important part in planning for further improvement and hold the school to account through effective monitoring and review. Strategic planning is now good and the school demonstrates good capacity for further improvement. Taking all factors into account, the school provides good value for money.

### What the school should do to improve further

- Provide more opportunities for pupils to write at length;
- Improve the standard of the pupils' handwriting and presentation.

## Achievement and standards

### Grade: 2

Overall, the inspection confirms the school's view that achievement is good. The attainment of children when they start school in the reception year is generally below that expected. These children make good progress overall in all areas of learning to attain broadly average standards by the time they start in Year 1. Good teaching combined with a strong emphasis on planning for the needs of all other pupils ensures that most attain above average standards in mathematics and science by the age of eleven. Overall, teacher assessments confirm that pupils in Year 6 are scheduled to meet the targets set for them. Pupils with learning difficulties or disabilities achieve well and flourish on the individual attention they receive. However, standards in writing are only just satisfactory and especially so for the oldest pupils. Despite the regular teaching of literacy skills, the writing of these pupils is often untidy and spelling is incorrect. Their writing lacks care and attention to detail with little seen at the higher

Level 5. However, staff identified writing as a key priority for development at the start of the school year and already improvements can be seen in the work of some pupils in Year 5 where the standard of work is relatively higher. For instance, 'Way up in a tree, a black cat grins with delight watching and waiting for the dog to trip and fall on his knees' is a specific example from this year group of the good standards now being achieved.

Pupils in all classes are provided with many opportunities to use information and communication technology (ICT) to support their learning. As a result, the oldest pupils are working at above average standards, possess good keyboard skills and are able to manipulate a range of software with confidence. Such good achievement is giving all pupils, including those with learning difficulties the necessary skills to support their own future economic well-being.

## **Personal development and well-being**

### **Grade: 2**

The inspection agrees with the school's own view that the personal development and well-being of all pupils is good. Relationships between pupils and adults and pupils themselves are very positive. All pupils respond very positively to the very caring family atmosphere that has been established within this school. They feel safe and secure because the staff listen to their views and make every effort to eliminate any inappropriate behaviour amongst pupils. All pupils enjoy coming to this school and levels of attendance are high. There have been no pupil exclusions. Overall, pupils' attitudes towards work in lessons are positive and they respond especially well to learning activities that involve the use of computers. In contrast, their written work is often untidy and older pupils in particular demonstrate a lack of care and attention to detail in their writing. However, many pupils are responding well to the daily handwriting activities, where letters are carefully joined in a neat cursive style. As yet, this level of application is not being transferred with pride into other pieces of work in their books.

Pupils respond well to the good provision for their spiritual moral, social and cultural development. All pupils look forward to assemblies where they get a chance to be together as one community, think deeply about specific issues through daily prayer, celebrate individual achievement and sing songs with enthusiasm. Pupils display a growing sense of citizenship and responsibility through their participation in the fundraising activities organised by the school council and by acting as classroom monitors. They are now able to make healthier choices about food following the school's effective campaign to raise the awareness of pupils and parents about healthy food.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning in all three classes is good overall. Planning is thorough and the individual needs of all pupils, including those with learning difficulties and those who are more able are effectively catered for. Lessons are generally well paced and clear targets are shared with pupils to move learning on. Overall, teachers display high expectations of the pupils both in their work and behaviour. However, the teachers' expectations of what pupils can achieve in their writing and in the quality of presentation in their books, is not high enough.

All teachers make very good use of ICT and other resources to support their teaching. This is especially so when teachers introduce new concepts to pupils in lessons. Teachers make very good use of support staff to work with those pupils identified as having specific problems. Team working is a strong feature of the school. For example, the afternoon sessions provide staff with good opportunities to share subject knowledge and expertise for the benefit of all pupils when teaching art, music or design technology.

Behaviour is managed well overall and relationships between adults and pupils are very positive. Teachers have adopted an effective marking system that is learning specific and matched to the needs of each individual pupil. Such a system supports the school's aim to personalise learning and raise standards further.

### Curriculum and other activities

#### Grade: 2

The school judges its curriculum to be good and the inspection confirms this to be the case. A broad, balanced and relevant range of activities are planned for pupils in lessons. An effective curriculum is planned for those children in the Foundation Stage with a good emphasis placed on learning through play. Good attention is given across the school to the basic skills of reading and number work and achievement in these basic skills is good. However, even though sufficient focus is placed on writing there are too few opportunities for pupils to write at length. Consequently not all pupils are able to fully consolidate their spelling and handwriting skills. In contrast, teachers provide pupils with good opportunities to be creative and work with others. This effectively stimulates their interest and supports their personal and social development. Flexible but structured planning ensures that links are established between subjects to relate learning to real life experiences. Good use is made of ICT to support and further enrich pupils' learning experiences. The provision for those pupils with learning difficulties is good and carefully targeted to specific need. A wide range of extra activities outside of lessons provides good opportunities for further enrichment.

## **Care, guidance and support**

### **Grade: 1**

The school views this aspect of its work as good but the inspection judges it to be outstanding. This is because staff and governors place the needs of each individual pupil at the heart of what it does. Procedures for risk assessment and child protection are particularly robust. The vetting of all adults in contact with the pupils at school is rigorous. The level of care shown is of the highest quality and this is a view shared overwhelmingly by parents and carers of pupils. A strong sense of community has been established where newly admitted pupils are made very welcome. As a result, these pupils make rapid progress, much to the satisfaction of their parents. Vulnerable pupils are very well cared for and their personal development is very effectively monitored. Very good lines of communication have been established between school and home to support pupils' learning. The personal development and academic achievements of each individual is very carefully monitored by staff who regularly set new goals for pupils to achieve next.

## **Leadership and management**

### **Grade: 2**

Through its own effective self-evaluation the school judges leadership and management to be good and the inspection confirms this to be so. The headteacher provides clear direction for the work of the school. A positive Christian ethos has been established where the achievements of all pupils are nurtured and valued. Teamwork is a strong feature and a dedicated team of teachers, support staff and governors work in partnership to develop the school for the benefit of all pupils and the local community. Parents express very positive views about the school and appreciate all the efforts that staff take to involve them in their child's learning.

Planning for school improvement is good. Self-evaluation is used effectively to identify key priorities for development and monitor the implementation of initiatives. For instance, the teaching of reading and increased emphasis on teaching handwriting has been effectively evaluated by the school management team to measure recognisable signs of impact on pupils' writing. The governing body is effective and very supportive of the school's work. Governors play a vital role in whole school review, improvement and its long-term development. Regular visits are used to monitor the school's work and the achievement, of pupils. Financial administration is secure and good use is made of resources and accommodation to ensure all the available space is put to good use. Overall, improvement been sustained since the previous inspection and the school demonstrates good capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

I enjoyed visiting your school and I would like to thank you all for making me feel so welcome during the day. Your school is good, well run and a fun place to be. The staff make every effort to provide you with interesting lessons and opportunities for you to work with others. I was particularly impressed with the level of confidence and skill that those of you in Year 5 and 6 demonstrate when using a computer to complete your work.

I also noted that you all respond well to the good lessons planned for you and answer the teachers' questions with much enthusiasm. Much of your work is completed quickly and you clearly are putting much effort into the daily handwriting tasks. However, less care and attention is given to other types of writing and there is some room for improvement in the quality and quantity of your work. This is something that your teachers are going to work on with you.

While at your school I also found that;\* the staff provide the highest levels of care for you all;\* your headteacher, teachers and governors effectively work in partnership to provide good leadership for the school. Finally, I would like to thank you again and wish you all the very best.

Phil Mann

Lead inspector