



# The Beeches Primary School

## Inspection Report

**Unique Reference Number** 110756  
**LEA** PETERBOROUGH CITY OF PETERBOROUGH LEA  
**Inspection number** 278502  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Mrs. Joyce Cox LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Beech Avenue
<b>School category</b>	Community		PE1 2EH
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733 703673
<b>Number on roll</b>	458	<b>Fax number</b>	01733 703672
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Mohammed Jamil
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Tim Smith

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 December 2005 - 8 December 2005	<b>Inspection number</b> 278502
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The Beeches is a larger than average size school serving an area of high social deprivation. Pupils are from many minority ethnic groups, all of whom have English as an additional language. Over three-quarters of the pupils are of Pakistani heritage and 8% are Portuguese, with others being Czech or Slovak. A well above average proportion of the pupils are entitled to free schools meals. The proportion of children identified as having learning difficulties and disabilities, and those with statements of special educational need is well above the national average. There is high pupil mobility both in joining and leaving the school. Children's attainment on entry to the school is well below average, particularly in terms of their communication, language and literacy skills. Many pupils who join the school later than the normal starting time speak very little English and have not been to a school before. In October 2004 a devastating fire damaged almost half of the school building causing considerable disruption to pupils' education.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory and improving school. The inspectors' views differ from the school's opinion that its effectiveness is good, because pupils' achievement in English, mathematics and science, although improving at the end of Year 6, is only satisfactory. School self-evaluation has over-estimated the present impact of its work on certain aspects of the school's provision. Parents and pupils think the school is doing a good job. A Year 6 pupil said 'our teachers work hard to get our minds buzzing.' All pupils, including the many pupils from Portugal and Eastern Europe who join late in their school career, are made very welcome at the school and quickly settle in. Pupils' personal development is good and the school takes good care of all its pupils. The curriculum is satisfactory but is enriched by a good range of interesting and challenging activities. Attendance figures are well below average because some families take extended holidays. Teaching and learning are satisfactory, with good features. However, teachers need to make sure that pupils are very clear what they are to learn in lessons. Children in the Foundation Stage are settled and happy, behave well and make satisfactory progress in their learning. The headteacher is a good leader and, together with the deputy, has successfully maintained a satisfactory rate of improvement since the last inspection, despite the devastating fire in 2004. The capacity for further improvement is good, as demonstrated in the improved test results at the end of Year 6 in 2005 and by the strong commitment of the staff and governors.

### **What the school should do to improve further**

- Continue with the strategies in place to raise standards and achievement in English, mathematics and science throughout the school. - Make sure that teachers are very clear about what they expect pupils to learn in every lesson. - Continue with the strategies to make sure that pupils attend school regularly.

## **Achievement and standards**

### **Grade: 3**

The majority of the children start at the school at an early stage of learning and have much ground to make up. In particular, many children speak very little English, although they converse happily in their home languages. Children make satisfactory progress overall in the Foundation Stage and good progress in learning to speak English. By the time they join Year 1 very few have reached the expected levels and their attainment is still well below that normally found at this age. The attainment of pupils in Year 2 improved in the national tests in 2002 and 2003. In 2004 their education was considerably disrupted because of the fire. As a result of this standards dipped in the 2005 national tests. Nevertheless, from the low starting point on entry, achievement of pupils in Year 2 is satisfactory, although standards remain well below average. Standards are improving at the end of Year 6. By the age of eleven, standards are below average in English and science and broadly average in mathematics. School

assessment information shows that pupils have made satisfactory progress between Year 3 and Year 6.

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

### **Grade: 2**

Personal development and well-being are good. Pupils report that they really enjoy coming to school. However, attendance figures are well below the national levels and are mainly in relation to extended travel abroad to visit families. The fire of 2004 also had a detrimental impact on attendance. Pupils are very happy with lessons and the clubs that they can join. The girls' cricket team is particularly proud of itself. The behaviour of the pupils is good. They are polite and courteous and they are keen to help each other and the adults in the school. Pupils report positively about the work of the school council and are thrilled at the playground resources that are now available as a result of the council's work. Pupils are taught to be safe and they feel secure. Pupils know which adult to go to if they have a problem that they need to share. Pupils act as mediators in the playground or as sports leaders. There are a variety of sporting activities to help pupils keep healthy and the school has begun a walk-to-school programme. The school council plays a very active role. According to the council members, it works very well indeed. Spiritual, moral and social development are good and are well promoted throughout the school. For example, pupils are involved in starting a prayer club. Positive attitudes are celebrated in assembly where pupils are rewarded for care, consideration and understanding of others and avoiding conflict. Cultural development is very good. The school's own multicultural society is reflected within the curriculum provision and pupils from different cultures have good opportunities to learn about each other. Pupils' development in the basic literacy and numeracy skills is preparing them satisfactorily for their future economic well-being, given their low starting point.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teaching is best for the oldest pupils and this is seen in their increased progress. The most successful teaching breaks pupils' learning into small steps. For example, in a Year 6 lesson, as a result of the effective demonstrations by the teacher, pupils learnt how to make text and images move in an information and communication technology (ICT) presentation. Staff are currently improving their ICT expertise and many are becoming increasingly competent at using computers and digital cameras to sustain pupils' interest. The most effective teaching uses practical activities to make learning more memorable. Teachers have a good relationship with their pupils and use teaching assistants well to support learning. Pupils with learning difficulties and disabilities are included in planning for most lessons, with the result that they make adequate progress. However, not all teachers are explaining to pupils what they are specifically looking for in pupils' work and so

teachers are not always able to evaluate pupils' success at the end of a lesson effectively. Some assessment procedures are satisfactory and used adequately. Pupil targets are displayed well in classrooms and many pupils know how they are going to meet them. Teachers mark work satisfactorily and encourage pupils with their positive comments. Pupil progress is tracked well in English and mathematics. However, teachers are not using national guidance for tracking pupils' attainment in science and ICT.

## **Curriculum and other activities**

### **Grade: 3**

Inspectors feel the curriculum is satisfactory rather than good. This is because, as the school identifies, ICT and science provision require further improvement. Planning to meet pupils' various learning needs has improved, as has planning in the Foundation Stage. Reception children benefit considerably from having interesting and engaging indoor and outdoor activities, which successfully promote their language development. ICT resources were destroyed in the fire, which had a detrimental impact on pupils' achievement. The school has worked hard to replace the computers. The school rightly identifies that the next step is to make sure pupils use their improving ICT skills more in all subjects. The school is having an increased focus on investigative science and in Year 6 science lessons there is clear evidence that pupils' standards and achievement are improving rapidly due to high calibre teaching. Work in lessons is complemented by very good opportunities to take part in other activities. In order to enrich the curriculum the school successfully teaches a range of different languages including Welsh, Portuguese, Urdu and Italian. There are numerous chances for pupils to develop their interests and talents in music, games and sport. There is a wide and interesting range of lunchtime and after-school clubs and activities such as football, cricket, philosophy and dance. These successfully promote pupils' personal and social skills.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good with some very good features. The school provides a very caring environment with induction arrangements that are very effective and work well for all pupils, including those arriving from abroad. Pupils with learning difficulties are supported well and tracked effectively to monitor their progress. The school works effectively with external agencies to make sure that pupils get the support they need. Child protection procedures are clear and up to date with a designated member of staff responsible. All staff are also trained in child protection procedures. Health and safety issues are dealt with vigorously with risk assessments carried out on a regular basis. Checks are carried out on all personnel working in the school. Pupils say they feel safe and secure in the school and that they are well looked after. Learners at risk are well supported. Pupils' progress is carefully assessed in English and mathematics. Year 6 pupils state that they feel well prepared for the next stage of their education.

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## Leadership and management

### Grade: 3

Leadership and management is satisfactory overall. The particularly clear leadership and dedication of the headteacher ensure that pupils from all backgrounds, including those from minority ethnic groups, and those who have learning difficulties are effectively integrated into school life and successfully supported. As a result pupils play and work happily together. Effective methods mean that pupils are managed well and so behaviour is good. The headteacher's and deputy headteacher's clear vision for the school is helping to ensure that most pupils make at least satisfactory progress. The leadership is now working to ensure that pupils who need extra support are given more effective guidance. The school's self-review is satisfactory overall. The strong sense of teamwork between staff and governors is helping to drive the school forward. Subject co-ordinators have created effective action plans. The school improvement plan highlights areas for improvement very well, but has yet to have an impact on teaching and pupil progress in all areas of the school. The school is aware of the need to improve standards in English, mathematics and science. Specific criteria have been set so that it can evaluate its success in the future. The school's capacity to improve further is good. Governors take their responsibilities seriously and watch over the school satisfactorily. The chairman of the governors challenges the school's leadership effectively. Financial management is satisfactory and spending is matched to the school's priorities.

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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>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	4	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>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

Thank you for welcoming us to your school when we visited. It was a pleasure to talk to some of you and to watch you working and playing. This letter is to tell you about some of the important things we saw. You are lucky at your school because the headteacher, teachers and all the staff encourage you to be happy at school, to be healthy and to stay safe and they make sure you have opportunities to learn new things. Several of you told us how much you liked your teachers and how well you thought they helped you to learn. You behave well and this makes it easier for the teachers to teach and for you to learn. New pupils from Portugal and Slovakia say they quickly felt at home in the school. You enjoy looking after each other when you are mediators, sports leaders or on the school council. Year 6 pupils told us they appreciate the fact that they can choose new clubs and said they really enjoyed learning about each other's religions. Your headteacher and all the teachers are keen to make the school even better for you. We think that to do this they need to make sure that you continue to improve your reading, writing, mathematics and science skills. It would also be good if all teachers tell you exactly what you are going to learn in lessons and check at the end what you have learnt. It is important that everybody keeps on working hard to help the families of pupils who are away from school too often, so that they can do as well as everybody else. It was so good to find out that all of you are happy at school and that your parents say you love coming to school. Keep on enjoying school and working hard at The Beeches.