



Bevendean Primary School

Inspection Report

Unique Reference Number 114485
LEA Brighton and Hove
Inspection number 279392
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Janet Gill AI

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

Type of school	Primary	School address	Heath Hill Avenue
School category	Community		Brighton
Age range of pupils	3 to 11		East Sussex BN2 4JP
Gender of pupils	Mixed	Telephone number	01273 681292
Number on roll	417	Fax number	01273 622334
Appropriate authority	The governing body	Chair of governors	Mr Mark Back
Date of previous inspection	12 June 2000	Headteacher	Mrs Claire Baldry

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Pupils are predominantly from White British backgrounds, with significant numbers experiencing some social deprivation. On entry to reception, children's skill levels are below those usually found for that age group. They are particularly weak in communication and social skills. The proportion of pupils with learning difficulties or disabilities is above average. There is also a Hearing Support Facility at the school. The headteacher has been in post since 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's judgement that its effectiveness is satisfactory. The key priority for the school is to raise standards, which are too low, but as a result of measures already taken, improvements are being made. The school is currently offering satisfactory value for money.

The quality of teaching and curriculum provision is satisfactory and improving. However, some aspects of teaching still require attention to ensure pupils continue to achieve better standards. The use of assessment does not always result in pupils being told what they need to do next to improve their work further and expectations are not always high enough. Teaching is better in nursery and reception than elsewhere in the school, which contributes to the good start children have to their education and the significant gains they make in developing their communication and social skills. Leadership and management are satisfactory and becoming more effective. The headteacher, together with her senior staff, has a clear understanding of the school's priorities and has a good capacity to make further improvements. Pupils are happy in the school and they speak enthusiastically about all that it offers. They are courteous and co-operative. Pupils are cared for, guided and supported in a safe learning environment. This means that they behave well, in and outside their classrooms, and have positive attitudes to school. Pupils adopt healthy and safe lifestyles. Effective liaison with extended services both before and after school contributes towards good support for pupils, their families and carers.

What the school should do to improve further

- Improve standards in English, mathematics and science.
- Raise the quality of teaching and the rigour and use of assessment.

Achievement and standards

Grade: 3

A range of initiatives is helping to raise pupils' standards. Little improvement has occurred over the last four years and standards in English, mathematics and science have been too low and well below average in national tests. Better use of assessment and a more relevant and interesting curriculum are beginning to have a positive effect on addressing weaknesses. Standards are rising this year, although they remain below average.

Children's standards are very low when they enter school. Good support and teaching help children make good progress in nursery and reception, but their attainment remains well below average by the time they reach Year 1. In the remainder of the school, pupils make satisfactory progress but that is not enough to overcome all the weaknesses in pupils' attainment; the school recognises that further measures are necessary to raise standards.

From evidence in pupils' books, discussions with them and with senior teachers, it is clear that the range of pupils' needs is met satisfactorily, including for those with hearing difficulties. Recent developments are helping pupils currently at the school to make the progress they should, when compared nationally in Years 3 to 6; this is better than in recent years. Targets set for the 2005 tests were not met but inspection evidence indicates that Year 6 pupils are likely to meet targets this year. Girls achieved less well in mathematics than boys. To promote the subject and raise aspirations it is being impressed on pupils how important mathematics is as an entry qualification to a range of jobs and professions. Achievement in science is improving but pupils' investigative skills are still too low.

Personal development and well-being

Grade: 3

Pupils enjoy school and have positive attitudes to learning. Behaviour is good and pupils are polite and helpful to visitors. Pupils say they feel safe and well cared for. They state that bullying is rare and that adults deal with inappropriate behaviour fairly. Pupils' sound progress in their spiritual, moral, social and cultural awareness helps most learners to adopt a sensitive approach to life and everyday issues, and to appreciate the achievements of others. Although attendance is below average, the school is working successfully to improve the situation.

Pupils make a satisfactory contribution to the school and local community. The school council makes a useful contribution to the day-to-day life of the school. Pupils know their opinions are listened to and express trust in adults in the school. Through fundraising for their 'twin' school in Ghana and participating in events such as 'Maths Village', pupils gain a good understanding of wider social and economic issues and a clear appreciation of those less fortunate than themselves. Pupils have a good awareness of the importance of safety, regular exercise and healthy eating. They enjoy the fresh fruit available each day, and the take-up of sporting activities beyond the school day is good. The range of responsibilities provided for pupils, together with the sound progress they make in English and mathematics, is preparing pupils satisfactorily for their next stage of education, as well as for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good features. Good relationships and effective management of pupils aid learning, as does teachers' good use of resources to make learning interesting. Detailed lesson plans are underpinned by teachers' secure subject knowledge. At the start of most lessons, teachers make sure pupils understand what lessons are about and what they will be learning, which helps pupils to focus on what they should be achieving. Work is usually well matched to pupils' needs but on occasions pupils of different abilities are given the same work to complete. Furthermore,

a review of pupils' books and work completed shows that teachers' expectations are not always high enough. Although the majority of lessons proceed at a brisk pace, some do not and consequently learning is not rapid enough.

The teaching and support for those with learning difficulties and disabilities are good. Teaching assistants work in close co-operation with teachers and make a valuable contribution. Pupils from the Hearing Support Facility are well supported and effectively integrated into mainstream lessons by teachers and their support staff. A key feature of the teaching in reception and nursery which enables pupils to make good progress is the focus on developing pupils' speaking and listening skills.

The school has recently implemented procedures to assess what pupils know and can do. Whilst information gained from assessments has already made a positive contribution to teaching and learning, its full impact has yet to be seen.

Curriculum and other activities

Grade: 3

Recently introduced initiatives are improving what is already a satisfactory curriculum. Effective steps are being taken to improve links between subjects, so that learning becomes more enjoyable and interesting for pupils. Provision in English is focusing more clearly on reading and writing, and the science curriculum now ensures all topics are covered and more attention is given to developing pupils' skills. Another improvement is the greater use of staff expertise to teach certain subjects, for example, in science, which is contributing to pupils' improved knowledge and understanding. The teaching time allocation in Years 3 to 6 is below that recommended, which means some added pressure in covering all requirements. Improved planning is helping to provide the right kind of challenge for pupils in most but not all lessons.

A particularly effective feature of the good curriculum at nursery and reception stages is the way pupils' communication skills and their personal development is promoted. Many pupils take part in a good range of clubs, including homework, sport, music, mathematics, cookery and gardening. Good attention is given to safety, physical and health education to encourage pupils to be healthy and fit. High quality art murals have been produced with the support of a visiting artist which help in stimulating pupils' interest and raising aspirations.

Care, guidance and support

Grade: 3

The welfare of pupils is at the heart of the school's work and contributes well to their enjoyment and positive attitudes to learning. Procedures for child protection are good. Safety and health checks together with risk assessments are undertaken regularly. The importance the school gives to promoting healthy lifestyles is effective and the benefits are seen in the attitudes adopted by pupils and in their appreciation of the importance of a good diet and physical activities. Involvement in before- and after-school clubs supports the needs of many pupils further and adds to their range of experiences.

In class, pupils receive much encouragement and ongoing support. However, marking of work in pupils' books does not always give sufficient guidance as to how it can be improved. Whilst recent significant improvements have been made regarding the use of assessment information to monitor and track pupil progress and guide pupils' learning, the school acknowledges this needs further development. Effective personal support is given to pupils with learning difficulties and disabilities and to those with emotional, sensory or behavioural needs.

Leadership and management

Grade: 3

Leadership and management are satisfactory and improving rapidly. The headteacher provides a positive direction. The newly established and enthusiastic management team and headteacher are working effectively to eradicate underachievement and raise standards. The school's evaluation of its strengths and weaknesses is generally accurate. The headteacher, her staff and governors have demonstrated a strong capacity to improve the school further.

The school acknowledges that standards are still not high enough and that some aspects of teaching and assessment are not sufficiently rigorous. Better checks by senior staff on the quality of teaching and learning and follow-up action are beginning to address weaknesses more effectively. The headteacher also recognises that more could be done to track the achievement of pupils so that action can be taken as early as possible when any individual child is not progressing quickly enough.

Governance is satisfactory. The governors are supportive and now have a greater understanding of priorities, which is helping to involve them more effectively in the running of the school. The headteacher working with governors has successfully eliminated a deficit budget which she inherited and the school now provides satisfactory value for money. The school's resources are satisfactory and contributing in bringing about improvements. Teaching assistants are deployed effectively to support and extend pupils' learning and personal development. Parents are positive about the school, as are their children, and they are increasingly involved in reviewing and contributing to its development and policies, including the setting of homework and healthy eating initiatives.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	2	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

I am writing to thank you for your friendliness and the help you gave us when we visited your school. We enjoyed talking to you and visiting your lessons. You were polite and well behaved and whenever we had questions to ask, you answered us with enthusiasm. We are pleased that you enjoy coming to school and taking part in lots of activities.

These are some of the things that we liked most:

- You have good attitudes to all you do at school and generally work hard.
- You get on well with adults and each other whether you are working or playing.
- Your teachers try hard to make school interesting and find ways to involve you all during lessons and in after-school clubs.
- Adults look after you well and make sure you are safe, fit and healthy.

These are the things that we have asked your school to do:

- We would like your teachers and the headteacher to help you make even more progress in English, mathematics and science.
- We have suggested that your teachers help you to know what you need to do next when they mark your work. Also we would like you to work harder to make your work look neat and well presented. We have asked your teachers to help you to do this.

Thank you once again for making our visit enjoyable.