



Beckingham Primary School

Inspection Report

Unique Reference Number 122615
LEA NOTTINGHAMSHIRE LEA
Inspection number 281305
Inspection dates 23 March 2006 to 24 March 2006
Reporting inspector Ms. Joanne Harvey LI

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

Type of school	Primary	School address	The Limes
School category	Community		DN10 4QN
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01427848230
Number on roll	81	Fax number	01427848700
Appropriate authority	The governing body	Chair of governors	Mr.Dennis Shemilt
Date of previous inspection	27 March 2000	Headteacher	Miss. Liz Priest

Age group 4 to 11	Inspection dates 23 March 2006 - 24 March 2006	Inspection number 281305
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average school, serving the Nottinghamshire villages of Beckingham and Saundby on the outskirts of Gainsborough. When pupils start school, the level of their knowledge and skills is similar to that of most pupils of their age. Many have the advantage of coming from supportive backgrounds. The proportion entitled to free school meals is lower than the national average. A below average proportion have learning difficulties and disabilities and there are no pupils with a statement of special educational needs. Almost all pupils are White British and the first language of all pupils is English. High proportions of pupils start and leave the school other than at the normal time. The school achieved the Investor in People award in 2000 and is working towards the Healthy School award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an improving school which offers good value for money. The inspector agrees with the school's judgement that its overall effectiveness is good. The school takes good care of its pupils and has the confidence and support of its parents. Pupils are very happy here and therefore attendance is good. Pupils have positive attitudes to their work, behave well and are ready and willing to learn. Pupils enter the Foundation Stage with average skills and abilities. Provision for these pupils is not as strong as provision elsewhere in the school because it is often too formal. As a result, progress here is only satisfactory. From Years 1 to 6, pupils make good progress. High standards are achieved in English, mathematics and science. This is because of good teaching and an increasingly effective and stimulating curriculum. The leaders of the school have been effective in identifying the school's strengths and areas for development. They have put systems in place which are beginning to ensure that all pupils do as well as they can. Teachers know their pupils well, but the leadership and management of the school recognise that progress would be even better if they developed a more formalised overall system to track pupils' progress. Good provision is made for pupils who find their learning more difficult and all pupils make similar progress. The school has made good improvements since the last inspection and has good capacity to improve in the future. It offers good value for money.

What the school should do to improve further

- Ensure that the Foundation Stage curriculum includes many more opportunities for pupils to make choices and learn through practical experiences, both indoors and outdoors.
- Develop a rigorous overall system which demonstrates pupil progress from entry to the Foundation Stage through to the end of Year 6.

Achievement and standards

Grade: 2

Achievement and standards are good. As is often the case with small schools, achievement and standards can vary from year to year. When they enter the Foundation Stage, pupils have a level of knowledge and skills which is similar to that of most pupils of the same age. They leave the Foundation Stage still in line with most pupils nationally having made satisfactory progress. In the tests at the end of Year 2 in 2005, pupils reached standards which were above the national average in mathematics and writing and well above in reading. In the tests at the end of Year 6 in 2005, pupils attained standards which were well above the national average overall and well above average in English and mathematics and above in science. The slightly lower standard in science was because a very small number did not reach the higher level that year. At the time of the inspection, evidence indicates that from their entry to Year 1 to the end of Year 6 pupils are making good progress overall. This is because of good teaching, and new and developing systems which are helping to ensure that all pupils do as well as they can. All pupils make similar progress including those with learning difficulties. Staff

have generally high expectations of pupils who are supported to achieve challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They behave well, work hard and get on well with each other. Playtimes are active and co-operative occasions. Pupils are happy to come to school where they feel safe and valued. Consequently attendance rates are high. Pupils' spiritual, moral and social development is well promoted. They have a good understanding of right and wrong and are able to reflect on the consequences of their actions. The school has responded to the need to plan a curriculum to promote pupils' knowledge of the lives of people in other countries. The pupils' understanding of multicultural issues in the United Kingdom needs to be strengthened. Pupils make healthy lifestyle choices. This is helped by the high quality, healthy school meals offered to them and the range of sporting activities which they say they enjoy. Pupils value the opportunities they have to influence what happens in school, for example, in the development of their 'walking bus'. They are looking forward to the opportunities which the new school council will bring to develop this influence further. They make a good contribution to enhancing the lives of others through fundraising activities and performances within and beyond school. The school helps pupils acquire personal and academic skills that prepare them well for the next stage of their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. In the best lessons, pupils make good progress because of thorough planning, interesting content and confident teaching. Pupils are given opportunities to carry out investigations, solve problems and work collaboratively. They say these are their favourite lessons because they make learning fun. These lessons are well tailored to meet the different needs of pupils. Marking is evaluative and informs teachers' planning and pupils' next steps in learning. Particularly good use is made of electronic whiteboards as teaching aids. Relationships between pupils and adults in lessons are good which enables pupils to feel secure and confident in their learning. In the small number of lessons which are only satisfactory, tasks lack pace or fail to engage some pupils' attention sufficiently, particularly when they do not challenge the more able pupils. There are not enough opportunities for pupils to direct their own learning in the Foundation Stage or to experience the Foundation Stage curriculum outdoors. Therefore teaching and learning in that stage are only satisfactory. Teachers know their pupils well and gather a great deal of useful information about them. They have begun to set pupils' individual targets. All teachers need to ensure that these are regularly referred to, that all pupils are clear about how to achieve them and therefore that there is always the appropriate level of challenge

in teaching. Teaching assistants are generally well briefed. They make a valuable contribution to pupils' learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with good features. Careful planning ensures that curriculum provision is broad, balanced and meets statutory requirements. There is good provision for pupils' personal, social and health education. This contributes significantly to their personal development. They develop a good understanding of safe and healthy living. School life is made more interesting through plentiful trips out of school and by visitors to school from partners in the local community and beyond. There is also a good range of after school clubs. Teachers are developing links between subjects which help to make learning more meaningful. Pupils have many opportunities to use their high levels of literacy and numeracy skills across other areas of the curriculum. The use of information and communication technology (ICT) to support teaching and learning across the curriculum is developing well, though the restrictions of the building and resources have slowed progress in the infant classes. The curriculum for children in the Foundation Stage is only satisfactory because it is often too formal and does not consistently give pupils enough scope to make choices or to learn through practical experiences. Learning outdoors does not form part of children's everyday work.

Care, guidance and support

Grade: 2

The school's caring ethos is evident in the good quality of care it provides. Relationships are such that pupils feel they always have someone to turn to if they are worried, and they feel safe and well looked after. Procedures to ensure pupils' health and safety, such as those for child protection, are thorough and well understood. The provision for pupils who have learning difficulties is good. The school is now turning its attention to pupils who have particular talents and gifts. The school has quite rightly introduced targets for individual pupils to help them with the next steps in their learning. Where the pupils know and understand these targets well, and they have been regularly reviewed, they have had a positive impact on pupil progress. The school recognises that these need to be rigorously applied throughout school and their impact closely monitored over time.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, together with the senior management team and other staff, have worked hard to improve standards in school. They have a clear vision and are united behind the school's aim to 'provide a happy, secure and caring environment where everyone feels valued and able to develop their full potential'. Systems for monitoring and evaluating the school's work ensure a good

understanding of its strengths and weaknesses. Plans for improvement have been put in place in a focussed way and good progress has been made, for example, in teaching and learning in ICT and problem solving. Many subject leaders are having a positive impact on provision in their areas including mathematics and ICT. Provision for art is particularly advanced. Their work in a few subjects is still developing. The school recognises that it needs to develop an overall system which rigorously tracks pupils' progress from when they first enter the Foundation Stage to when they leave the school. There have been improvements to the learning environment and more are planned. A priority has been the provision of a very good outdoor learning environment for pupils to experience the Foundation Stage curriculum. Pupils benefit from the positive relationships the school promotes within its community and with other agencies. Governors are well informed about the school and their work is much valued. They need to develop further their role as a critical friend to the head teacher. Governors and parents give much valued practical support. Parents and pupils are happy and the school values their ideas and acts on them. In the light of improvements made since the last inspection, the school has demonstrated that it has the capacity to continue to improve and that it gives good value for money.

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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?	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	3	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	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?	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

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 was pleased to meet you and all the staff and very much enjoyed the time I spent with you. Thank you for making me feel so welcome, talking to me and helping me to find out so much about you and your school. You go to a good school which you enjoy and you are happy there. You behave well and get on well with each other. Your school prepares you well for the next stage of your education and your future lives. The grown-ups at school work very hard to care for you and to help you do your best. Those who run the school know a lot about how good its work is and are doing a lot to make it better. They are keen to carry on this good work. In the Foundation Stage you make satisfactory progress. The school is going to make sure you get more chances to make your own choices and do lots of practical things, inside and outdoors. This will help you to make better progress in all the things you need to learn. From Year 1 to Year 6 you make good progress. You reach high standards in tests in English, mathematics and science. Those who run the school are going to find a way to show just how much progress all of you are making from when you start the Foundation Stage to when you leave school. I would like to wish you all the very best for the future.