

Beeston Primary School

Inspection report

Unique Reference Number	120787
Local Authority	NORFOLK
Inspection number	291857
Inspection date	6 June 2007
Reporting inspector	Tricia Pritchard HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	80
Appropriate authority	The governing body
Chair	Mr Philip Parfitt
Headteacher	Mrs Ani Martin
Date of previous school inspection	23 September 2002
School address	Chapel Lane Beeston Kings Lynn PE32 2NQ
Telephone number	01328 701267
Fax number	01328 701267

Age group	4–11
Inspection date	6 June 2007
Inspection number	291857

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools in one day.

Description of the school

Beeston Primary School is a small village school with a fluctuating roll. At present, there are more boys than girls. The majority of pupils live in Beeston but a growing number travel from neighbouring villages. The proportion of pupils with learning difficulties or disabilities is broadly in line with the national average. There are a few pupils from minority ethnic backgrounds and no pupils with English as an additional language. The proportion of pupils eligible for free school meals is below the national average. The school was awarded Investor in People status in 2005 and Healthy School status in 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Beeston Primary School is a good school. It is a happy and friendly place where pupils feel secure and content. Behaviour is good and pupils want to learn. Attainment on entry is in line with age related expectations and throughout the school, children in the Foundation Stage and older pupils make good progress in relation to their starting points. The exception is higher attaining pupils, who sometimes do not do as well as they could in English because they are not stretched enough by the tasks they are given. Pupils with learning difficulties or disabilities make particularly good progress because they receive well targeted additional teaching support.

Overall, teaching is good. By the end of Year 2 and Year 6, pupils achieve standards in English, mathematics and science which are usually above the national averages. In recent years, they have done better in mathematics than in English. The school has, therefore, introduced strategies to improve pupils' performance in writing and there is evidence that writing is improving. However, there is scope for further improvement. Pupils do not always receive sufficient focused feedback on how to improve the quality of their writing and although teachers track pupils' progress rigorously through regular assessment, they do not always make best use of the information to review and set pupils' targets during the course of the year.

The curriculum is well planned to meet pupils' interests. A key strength is the focus on environmental education. The school grounds have been developed very imaginatively and provide a rich learning resource. Pupils have plenty of opportunities to join a wide range of out of school clubs and they enjoy school visits and participating in community events. One pupil said, 'I love everything at school.' This comment reflects the views of most pupils. Parents also agree that their children enjoy school.

The school is well led and managed. The headteacher and governors possess a clear vision for the school. They are well aware of the school's strengths and areas for development, and are committed to equipping pupils with the skills and interests which will enable them to succeed and enjoy life. The school has made good progress since the last inspection, especially in raising standards in information and communication technology (ICT). It offers good value for money and has good capacity to improve even further.

By the end of the Reception year, children make good progress towards meeting the early learning goals. Their levels of creative and physical development are particularly high and they make good progress with their calculation skills. Children communicate readily with each other and with adults. They are good at sharing and taking turns.

Reception children are taught in a mixed age class of 4 - 7 year olds. This works well because the teacher ensures that the youngest children have access to a well planned activity based curriculum which is matched to their learning styles and interests. The children are very well supported in group work by a teaching assistant. They also feel secure in contributing to whole class discussion. By the end of the summer term, they are well equipped to enter Year 1. They can recognise words and numbers and write simple sentences. This sets them in good stead for developing further their literacy and numeracy skills.

The Foundation Stage is well led and managed by a highly experienced early years practitioner. Children learn in a calm and well ordered environment. Despite the lack of a dedicated play space for the youngest pupils, they make full use of the lovely school grounds for outdoor learning.

What the school should do to improve further

- Set challenging tasks for higher attaining pupils in English.
- Make better use of tracking information to review and set pupil targets.
- Improve consistency in the marking of writing in Key Stage 2.

Achievement and standards

Grade: 2

Beeston Primary School's fluctuating roll presents difficulties when comparing pupils' performances from year to year. For example, in 2005, there were 14 pupils in Year 6 whereas in 2006, there were four pupils.

Children's attainment on entry is broadly in line with national expectations. The pupils in Key Stage 1 make good progress from a good Foundation Stage base. Traditionally, they attain scores for reading, writing and mathematics which are considerably above the national averages. In 2006, however, standards were more in line with the national average than above. A key factor was a reduction in the number of higher attaining Year 2 pupils. Currently, Year 2 pupils are making good progress. More pupils attained higher levels for writing in the recent assessments.

Between Year 3 and Year 6, the pupils make good progress in relation to their starting points. At the end of Key Stage 2, standards are usually above the national average; in 2004 and 2006, they were significantly above. In 2006, Year 6 pupils did particularly well in mathematics and science. Higher attaining pupils did less well in writing and this affected their overall performance in English. A few parents expressed concerns about the oldest pupils' progress. However, the tracking data indicates that the current Year 6 pupils are making better progress with their writing.

There is no significant difference between the achievement of boys and girls. Pupils with learning difficulties or disabilities do well.

Personal development and well-being

Grade: 2

The pupils enjoy school. Although there are problems with the attendance of a small minority of pupils, it has improved recently as a result of the measures taken to tackle the problem. Currently, attendance is satisfactory.

Behaviour is good. Pupils are respectful of one another and relationships between adults and pupils are good. The oldest pupils care well for the youngest pupils and they play happily together. All feel safe and secure in the knowledge that they are living and learning in a caring environment.

Pupils' spiritual, moral, social and cultural development is good. They make good progress in developing an understanding of rights, responsibilities and commitments. As a result pupils make an outstanding contribution to their school community. They are particularly aware of environmental issues and this is reflected in their enthusiasm for recycling and for pursuing ways of travelling to school in a more eco-friendly manner. They are developing a good understanding of how to adopt a healthy lifestyle through healthy eating and taking regular exercise.

The pupils use their literacy and numeracy skills effectively to organise events and to raise money for charity. Years 5 and 6 pupils had a very good opportunity to learn about the principles of international trading in commodities through participating in a young enterprise project. They are well prepared for their futures.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and pupils do well. Reading is well taught in Key Stage 1. Teachers deploy teaching assistants effectively in all classes.

Good initiatives have been introduced to improve pupils' performance in writing, including giving pupils opportunities to practise their writing skills in other curriculum areas, such as humanities, science and religious education. Lessons are well planned to meet the needs of lower and middle attaining pupils but they do not always incorporate sufficient challenge for higher attaining pupils. This was evident in the written work seen during the inspection where higher attaining pupils were set the same task as the rest of the class.

Staff are confident at assessing pupils' performance accurately and they implement very good systems for tracking pupils' progress. Pupils are formally assessed at regular intervals and those who need extra support are identified early. However, some teachers do not always make best use of the information to review and set pupils' targets during the year. Some targets are predictors of pupils' future performance rather than targets that challenge them. The quality of marking is uneven in Key Stage 2.

Appropriate homework is set. Games and ICT skills are taught by well qualified specialist staff.

Curriculum and other activities

Grade: 2

The curriculum is broad and well planned to meet the interests of different groups of pupils. Pupils with learning difficulties and all pupils who under perform in relation to expectations have access to a good range of intervention programmes to improve their skills. Although the school needs to focus on providing more challenge for higher attaining pupils, these pupils have, for example, a good opportunity to attend enrichment mathematics sessions at the local high school.

All pupils benefit from the wide range of activities on offer. The curriculum is enhanced significantly by visiting speakers, outside visits and a wide range of extra curricular clubs, including a breakfast computer club, a gardening club, choir, games and craft clubs. Pupils in Key Stage 2 have a very good opportunity to learn a foreign language during a special 'enrichment afternoon' once a week. The school has a strong musical tradition. Curricular provision for ICT has improved since the last inspection. The recent development of the grounds provides an outstanding learning resource. Pupils are excited about the new wild area with its bird hide.

Care, guidance and support

Grade: 2

Pupils are well supported pastorally and academically. The needs of pupils with learning difficulties or disabilities are particularly well met. Individual education plans are in place for

these pupils and they are monitored robustly. The school works well with external agencies to support pupils with specific learning needs or disabilities.

The health and safety of pupils assumes a high profile and full risk assessments are carried out for every activity. Child protection procedures are implemented and pupils have a good understanding of how to be safe. The school is very committed to encouraging pupils to eat healthily and the school lunch menu reflects this priority.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher, staff and governors share a clear vision for the school's future direction. They plan ahead and are successful in addressing the budgetary and staffing challenges presented by fluctuating pupil numbers. Self-evaluation is thorough and well focused on what the school needs to do to improve further. For example, the school is aware that in some lessons teachers need to incorporate more extension activities for higher attaining pupils.

The monitoring of teaching and learning is well established, with subject leaders taking a full part in observing lessons and giving feedback to colleagues. Staff development is a key strength. The headteacher is particularly effective at deploying staff according to their strengths. The provision for pupils with learning difficulties and disabilities is well managed and staffing ratios are good. The school has good links with the local high school, where pupils access specialist outreach support for science.

The headteacher and governors listen carefully to the views and suggestions of parents, pupils and staff. They invite all groups to complete questionnaires at regular intervals and undertake a detailed analysis of responses. The recent refurbishment of the school house and the development of the grounds are proving to be a significant asset for the school community. Pupils derive much pleasure from the grounds and staff are benefiting from the extra work space in the school house. Beeston Primary School is a happy school with a good team spirit. It serves the community well.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 June 2007

Dear Children

Inspection of Beeston Primary School, Beeston, PE32 2NQ

Thank you very much for welcoming me to your school when I visited recently. I enjoyed meeting you all. Although I was only with you for a short time, I was able to be with you in lessons and to look at your work. Thank you to those who gave up part of their lunchtime to talk to me. I also spent time talking to your teachers, to Mrs Martin and to Mr Parfitt, the Chair of Governors.

Your school is a good school and a happy school. It was good to see how well you care for one another. You live and learn in lovely surroundings. The grounds have been well designed to help you learn and to provide enjoyment. You have good opportunities to join clubs and to explore your interests.

I was particularly interested in finding out how well you write. I noted that your writing is improving because you are being encouraged to practise your writing skills in subjects such as history, geography and science as well as in English. In order to help you make even better progress, I have suggested that when teachers mark your work, they need to give you more advice on how to improve. Sometimes tasks are a bit easy for some of you and your targets may not be high enough. Your teachers, however, are good at checking on the progress you are making. Those of you who find learning in some subjects difficult get very good support from teachers and teaching assistants.

Mrs Martin leads your school well and she is ably supported by staff and governors. They all are good at planning ahead in order to ensure that you have the best possible opportunities to do well at school.

Well done for achieving a healthy schools award and good luck with your further business ventures! Your biscuit business and the Young Enterprise project were really good initiatives. You learned a lot about how to trade and make a profit!

With best wishes

Yours sincerely

Tricia Pritchard Her Majesty's Inspector