

# North Beckton Primary School

## Inspection report

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<b>Unique Reference Number</b>	102761
<b>Local Authority</b>	Newham
<b>Inspection number</b>	308111
<b>Inspection date</b>	25 September 2007
<b>Reporting inspector</b>	Keith Sadler

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Aziza Ismail
<b>Headteacher</b>	Mrs Manjit Rai
<b>Date of previous school inspection</b>	16 September 2002
<b>School address</b>	Harrier Way Beckton London E6 5XG
<b>Telephone number</b>	020 7473 3344
<b>Fax number</b>	020 7511 6459

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the pupils' achievement, the quality of teaching and learning and leadership and management. The provision for, and the achievement of, pupils with complex medical and physical needs was also inspected. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of the school's curriculum and its arrangements for the pupils' care, guidance and support. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

## Description of the school

North Beckton is much larger than most primary schools. It has a 52 place nursery and also is resourced to include up to 21 pupils who have complex medical and physical needs. Currently there are 14 on roll. These pupils are fully integrated into classes on a full-time basis. Apart from these pupils, who travel to the school from any part of the borough, pupils come from the local area, which is made up of a variety of privately owned, rented and temporary accommodation. The number eligible for free school meals is very high. Pupils come from a wide variety of ethnic backgrounds and over two thirds speak English as an additional language. There are currently 38 languages spoken at the school. Pupil mobility is very high. The school has the following awards: Artsmark Gold, Sports Activemark, Healthy Schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

North Beckton is an outstanding school and there has been good improvement since the previous inspection. The school rightly claims that it is all-inclusive. All pupils are valued as individuals, make excellent progress, and work and play together in harmony. The staff form a close and committed team and ensure that the school provides a haven of stability and security for its pupils. This all-round excellence stems from the headteacher's exemplary leadership and management, which is based on a clear vision for the school. In addition, there is rigorous and accurate self-evaluation and a determination to ensure that the school continues to improve. The headteacher is supported well by a highly effective deputy and four assistant headteachers. Together this group, who are ably assisted by other teachers with responsibilities, are dynamic and forward looking and they have steered the school exceptionally well to its current position of excellence. Their drive is a clear demonstration of the school's excellent capacity for further improvement. Governors play a positive role. They are aware of school's development needs and are supportive.

Parents' views are overwhelmingly positive. As one parent said, 'North Beckton is a great school and my daughter looks forward to going every morning.' Parents are unanimous in agreeing that their children enjoy school. However, this is not reflected in the levels of attendance that, despite the exemplary efforts of the school, remains stubbornly below the national average. Pupils rightly say that behaviour is excellent. They are polite, respectful and supportive of each other. For example, pupils take time to ensure that others are included in playground games. They take particular care to ensure that their peers who have profound learning difficulties are included. They are very tolerant and respectful towards each other. There have been no racial incidents and pupils say that there is no bullying. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils grow in confidence as they move through the school, develop clear views on moral issues and, due to the excellent provision, have a strong appreciation of their own and other cultures. This is seen in both the myriad of different religious festivals observed in assemblies and also in the special celebrations that support the self-esteem of pupils from different countries. For example, there is a Lithuanian club and currently a high quality display that highlights Lithuania and its customs. Pupils are very much aware of healthy lifestyles. They say they feel safe and ensure that others are helped to feel safe. The many opportunities provided for pupils to take responsibility are grasped with relish and they are prepared exceptionally well for their move to the next stage in their education.

Children enter the nursery with skills and understanding that are well below expected levels. Due to the excellent provision in both the Nursery and Reception years, children make rapid progress, particularly in their personal social and emotional skills. However, due to their low starting point, fewer than half the children attain the levels expected for their age by the time they enter Year 1. Because the school's provision is excellent, pupils' achievement is outstanding in all year groups. Although in the past standards in tests for Year 2 pupils have been significantly below average, particularly in reading, the 2007 provisional results show that standards have risen to average levels in writing and mathematics. In reading, results still lag slightly behind though the gap is closing. The school has tackled this weakness well and has re-vamped the approach to reading to ensure that pupils are taught letter sounds in a more systematic way. However, the impact of this work has yet to be seen in pupils' achievement. By the time that they leave school, standards are above average in English, mathematics and science though the proportion of pupils gaining the higher levels in the writing aspect of English at the end

of Year 6 is small. The very high number of pupils that have complex learning and physical disabilities are catered for exceptionally well. They are fully integrated into classes and, due to the excellence of both the specialist teaching and support staff, they make outstanding progress towards the targets in their individual learning plans.

The quality of teaching and learning is excellent. Teachers plan lessons well. Apart from higher attaining pupils in writing, work is pitched to meet the many differing learning needs of pupils in each class. For example, in the Foundation Stage, focused teaching is planned at five different levels to enable all to achieve well. Throughout the school, teachers manage pupils well and classrooms are characterised by a calm and purposeful atmosphere in which pupils thrive.

The curriculum is outstanding. It covers a wide range of learning activities and experiences. It is well planned to meet pupils' needs, including those who have particular gifts or talents. The recent innovation to focus on speaking and listening and thinking skills is paying dividends. Teachers are creative in their curricular planning and this, linked to the many opportunities for pupils to make choices, helps to engage and stimulate pupils' interest. The curriculum includes the teaching of philosophy. These lessons aid pupils' thinking skills, support collaborative learning and have a positive impact on speaking and listening skills. Information and communication technology (ICT) skills are catered for exceptionally well and are aided by the use of over 180 laptop computers.

The outstanding care, guidance and support has a positive impact on pupils' personal development and their high levels of achievement. Procedures for safeguarding pupils' welfare are very thorough. There is excellent support for the pupils that have profound and complex medical and learning needs, most of whom require very close one-to-one supervision throughout the day. In addition, vulnerable pupils are also provided with carefully thought out support. A close watch is kept on pupils' progress in all subjects. Any potential difficulties are identified quickly and individual programmes put in place to speed progress. Targets are used effectively. They are shared with pupils who are then shown what they need to do to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision in the Foundation Stage is outstanding and children thrive in the supportive and exciting environment. In both the Nursery and Reception activities are stimulating and challenging. Care is taken to ensure that there is a good balance provided between those activities that are planned by staff and those chosen by the children. The use of the two large outdoor areas is exemplary and supports children's enjoyment and achievement in all areas of learning. Children's progress, particularly in their personal, social and emotional development and communication, language and literacy skills is excellent. Those that have profound and multiple learning needs, as well as the large majority that speak English as an additional language, are catered for exceptionally well, and their achievement is outstanding.

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

- Strengthen the proportion of pupils in Year 6 that gain the higher level in writing.
- Raise standards in reading for pupils in Years 1 and 2.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

3 October 2007

Dear Pupils

Inspection of North Beckton Primary School, London, E6 5XG

I am writing to let you know how much we enjoyed our visit to your school. You made us very welcome and we understand why it is that you enjoy your school and you are proud of it.

We were particularly impressed by the way that all of you, who come from many different cultures, play and work together so well. We also think that it is brilliant how you all help the children that find learning very hard or are wheel-chair users to be part of your school.

Yours is an excellent school and here are some more of the outstanding things we found:

- you make excellent progress in your learning and attain about average standards in English, mathematics and science
- your behaviour is good, you thoroughly enjoy your lessons and you play and work together exceptionally well
- all the adults work hard to make sure that you are very safe and well cared for
- your headteacher is doing an excellent job and she is supported well by other members of staff
- teachers make lessons interesting and fun and provide an excellent range of activities for you to enjoy.

We have asked your headteacher and staff to work on two things to make your school even better: one for the infants, and one for the juniors.

- Make sure that more of you achieve Level 5 in writing at the end of Year 6.
- Raise standards in reading in the infants to be as good as those in writing and mathematics.

You can all help by continuing to work hard and to keep your targets constantly in mind so you can achieve them as quickly as possible.

With best wishes

Keith Sadler

Lead Inspector