

# Becket Primary School

## Inspection report

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Unique Reference Number	109123
Local Authority	North Somerset
Inspection number	324905
Inspection dates	17–18 June 2009
Reporting inspector	Judith Rundle HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	201
Appropriate authority	The governing body
Chair	Mr Barry Pratt
Headteacher	Mr John Clark
Date of previous school inspection	4–6 May 2006
School address	Tavistock Road Worle Weston-super-Mare BS22 6DH
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 18 lessons, held meetings with governors, staff and pupils, and spoke with parents. They observed the school's work, and looked at the school improvement plan, its self-evaluation, tracking information on pupils' progress, individual support programmes for pupils with learning difficulties and/or disabilities, minutes of governors' meetings and 47 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The quality of teaching to support the achievements of boys, pupils in Key Stage 1 and in science.
- The use of assessment and tracking information to set expectations, pupils' targets and tasks in lessons.
- Whether the curriculum meets the needs of all pupils, especially boys.
- The impact of changes to leadership roles and responsibilities on the quality of monitoring, evaluation and improvements across the school.

## Information about the school

Becket is a smaller than average primary school situated in a large town. It has Early Years Foundation Stage provision in the Reception class. The school has more boys than girls on its roll and an above average proportion of pupils with learning difficulties and/or disabilities. The proportion of pupils from a minority ethnic background or who speak English as an additional language is very low. There are seven classes in the school organised into single-age groups. A privately run pre-school nursery is on the school site and most children transfer to the Reception class at Becket. The headteacher has been in post since April 2009.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

## Main findings

Becket Primary school provides a satisfactory education.

- The headteacher and other leaders have an accurate view of the school's work, based on the findings from improved monitoring and evaluation procedures. Changes since the last inspection are starting to yield improvements. Assessment and tracking of pupils' work have been strengthened and subject leaders in English and mathematics take a more active role in evaluating and developing their subjects. This is leading to increased progress at Key Stages 1 and 2, and points to the school's satisfactory capacity for sustained improvement.
- Children in the Reception class get off to a good start and make good progress from their starting points because of consistently good teaching and provision.
- Pupils make satisfactory progress overall by the time they leave at Year 6 and make good progress in mathematics during Key Stage 2. Although standards had been below average for a number of years by the end of Key Stage 2, swifter progress enabled pupils in Year 6 to reach broadly average standards in English and mathematics last year, and these standards have been maintained in the current group. Writing remains a weaker aspect of pupils' work across the school. Senior leaders acknowledge that not enough pupils attain the higher levels, especially by the end of Year 2.
- Teaching is satisfactory in Key Stages 1 and 2 and on occasions good, although good teaching is not consistent and pupils are not always pushed to reach their full potential.
- Pupils are well cared for, especially as staff know pupils well and relationships are good. The support and guidance for pupils with learning or social difficulties is good, and the staff work well with outside agencies.
- Pupils' behaviour has improved and is now good for the majority because of the well-developed support strategies in place.
- Parents are overwhelmingly supportive of the school. As one says, 'My child has been at Becket for four years and I feel she is well educated. The school is safe and secure and staff are always friendly and informative.'
- Not enough use is made of assessment information to help set a curriculum and daily tasks that challenge all pupils sufficiently, especially the higher-attaining.
- Individual pupils' targets are not used consistently, so that pupils do not know how well they are doing and what they need to do to improve.
- The school has a harmonious community, although the strategy for wider community cohesion is relatively underdeveloped, including opportunities for

governors to evaluate its effectiveness.

A small proportion of schools whose overall performance is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Increase achievement by:
  - raising teachers' expectations of what pupils can attain, particularly in writing
  - drawing on assessment information to develop clear learning targets for individual pupils so they understand what they have to do to improve their work
  - ensuring the curriculum and daily planning are more precisely matched to the different needs of all learners, especially higher-attaining pupils
  - attaining 10% of Level 3 in all subjects at Year 2 by 2010 and being close to the national averages by 2011
  - increasing the percentage of good teaching to 60% by July 2010.
  
- Raise the profile of community cohesion by implementing a clearer strategy that is monitored by the governing body.

## Outcomes for individuals and groups of pupils

3
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The progress pupils make in lessons and in their work is satisfactory overall. It is good in the Early Years Foundation Stage and in mathematics during Key Stage 2, with positive signs of improving rates of progress during Key Stage 1. The development of writing remains a weaker aspect of pupils' work across the school. Standards by the end of Year 6 have been significantly below average for a number of years, but were at the national average in mathematics and close to average in English last year. The work seen in pupils' books and the assessment and tracking information held by the school indicate this improved trend is being maintained. Pupils in the current Year 6 are in line to achieve their targets this year for English and mathematics. Having focused closely on developing these two subjects, the school has now also turned its attention to science, where attainment remains below average. An area the senior leadership team has already identified for further development is the number of pupils attaining the higher levels, and especially Level 3 by the end of Key Stage 1, which is low. This outcome reflects a lack of challenging activities being planned consistently in lessons to meet the needs of higher-attaining pupils. The gap between the attainment of boys and girls has narrowed this year, but there is still some way to go to reduce this further. Pupils with learning difficulties and/or disabilities make the same progress as others in their class because of the carefully targeted support they receive.

Pupils say they like coming to school. They enjoy learning, especially through their topic work, although some say that work could be a bit harder. They work co-operatively together in lessons, willingly take responsibilities in school and know right

from wrong. However, their wider contribution to local and national communities for example, and their preparation for living in a multicultural society, is less well developed. Behaviour has been steadily improving over the last year and is now good. This is because the school has put into place a number of effective strategies to deal with, and to help turn around, inappropriate behaviour. These strategies include consistently high expectations by staff and tailored programmes of support for individual pupils. Pupils show they feel confident in the staff and feel safe in school, and this view is supported by parents. Pupils have good opportunities to talk about their concerns and are confident these are dealt with promptly, especially by the headteacher. They also have good opportunities to develop healthy lifestyles through their physical education lessons and healthy choices of food at lunchtimes. However not all pupils choose to actively pursue these healthy options at other times. Attendance is satisfactory.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
Pupils' attendance <sup>1</sup>	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	3

## How effective is the provision?

Teaching is satisfactory overall. A number of good features are present, but these are not consistent in all lessons. Teachers' subject knowledge is secure and enables them to ask a good range of open-ended questions that are starting to help pupils understand their own learning better. Teachers mainly use their observation and assessment of pupils' work in lessons to intervene and bring about improvements but, again, this approach is inconsistent. At times pupils are inactive for extended periods when a teacher's input is too long. The support provided by teaching assistants, especially for pupils with learning difficulties, is good, although they are not always involved enough with these pupils at the start and finish of lessons. Following the last inspection, senior leaders introduced new assessment and tracking procedures. These are starting to work, but at times teachers do not use the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

assessment information well enough. Consequently, at times expectations are not high enough and tasks do not challenge pupils' learning sufficiently, especially the higher attaining. Although there are targets for individuals and groups, these are not shared or reviewed consistently with pupils, including through marking, to enable them to understand how to make their work better.

The curriculum has been developed well since the previous inspection, with focused work on the development of literacy and numeracy skills. Pupils particularly enjoy the new thematic approach for other subjects. For example, they talk with enthusiasm about their work on Egypt and the tomb invaders, and about using information and communication technology within projects that have a history and geography focus. A review of the curriculum is ensuring that assessment information is used more robustly to meet the needs of all pupils and that coverage of National Curriculum expectations is secure, especially in science. Provision and support for pupils with learning difficulties and/or disabilities, and for vulnerable pupils, are strong areas of the school's work. The use of visits, visitors to the school and extra-curricular activities enhances the curriculum well.

Pupils are well cared for in the school, staff know pupils well and relationships between staff and pupils are good. The consistent use of rewards and praise has a positive impact on pupils' enjoyment of school and they particularly like the Friday assembly where their achievements are shared and celebrated. As a result, pupils show greater motivation and dedication to their learning. Induction arrangements are thorough and successful in helping children to start school happily, or move on to the next stage of their education with confidence. Links with parents are satisfactory and improving, although senior leaders acknowledge more needs to be done to make these even better. Support and guidance for vulnerable pupils and those with behaviour needs are comprehensive, including links with external agencies such as the behaviour improvement partners. Consequently, these pupils make the same progress as others in the school.

*These are the grades for the quality of provision*

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

The headteacher and other leaders at the school have a clear view of the school's work and recognise the areas that need improvement. The headteacher is ambitious for the school and its pupils. He is building on improvements that have already been made to pupils' achievement and has set a clear pathway of development since joining at the start of this term. He has already implemented changes to staffing responsibilities, the curriculum and the use of assessment information to better target pupils' learning. As a result, staff and parents are buoyant and the impact of developments is evident in pupils' more positive attitudes and greater commitment to

their work. Improvements since the previous inspection include more clearly defined roles and responsibilities for subject leaders of English and mathematics. Consequently, they are more effective in the development of their subjects and standards are starting to improve. Nevertheless, school leaders and governors are aware that monitoring must now become more rigorous, especially the use of assessment information and targets, in order to quicken the pace of improvement beyond its current satisfactory level. The school recognises there is further work needed to improve the equality of opportunity, for example closing the gap in achievement between boys and girls.

Procedures to ensure the safety of pupils are secure, and the school has made the appropriate checks on adults working at the school. Pupils are given a range of opportunities to develop a harmonious school community and an understanding of other cultures. Links are starting to be made with children from other countries to extend this awareness further, although a strategy for promoting community cohesion is yet to be fully embedded and monitored for its impact.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

## Early Years Foundation Stage

Children get off to a good start in the Reception class because of the strong quality of provision. Children enter the school with well below average skills, especially in their language and communication, and make good progress in their learning throughout the year. By the time they leave the Early Years Foundation Stage, their attainment is close to the national average, particularly in their personal and social development. Although children make good progress in their communication and writing skills, these are the weakest aspects of their work. Teaching is consistently good and good relationships exist between children and adults. The care and well-being of children are strengths. Provision for children with learning difficulties is good. A rich and diverse range of activities, either directed by the teacher, or initiated by the children, are offered in a stimulating learning environment, particularly in the classroom. Activities are planned well to direct boys to writing tasks, although they still tend to choose more practical activities. Leadership and



management of the Early Years Foundation Stage are good. The use of assessment and the recording of pupils' progress and participation in different activities are satisfactory, but are not always sufficiently sharp enough to ensure children's needs are fully met, especially in making best use of outdoor learning.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents are very supportive of the school's work. Many comment specifically on staff being approachable and praise the care offered to pupils. A significant minority expressed concerns about the inappropriate behaviour of some pupils. Most parents felt this was usually dealt with promptly and appropriately, although a few still had reservations about the effectiveness of some strategies. Inspection evidence found that the majority of pupils behave well for the majority of time, with good support programmes in place for the few who struggled.

Ofsted invited all the registered parents and carers of pupils registered at Becket Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 45 completed questionnaires. In total, there are 201 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	27	16	1	1

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



19 June 2009

Dear Pupils

Inspection of Becket Primary School, Weston-super-Mare, BS22 6DH

I am writing to say thank you for making us feel so welcome and for talking to us when we came to visit your school recently. I also want to tell you what we found out about your school.

Your school provides you with a satisfactory education. It takes good care of you because adults know you well. You know who to talk to if you have a concern and are confident it will be sorted out. You told us that you enjoy coming to school and we found that you behave well.

Most of you learn new things in school all the time, but some of you could be achieving even more. Therefore, we have asked the school to improve some important things.

- Use the information on how well you are doing to set you clear learning targets so that you know how well you are doing and how to improve, especially in your writing.
- Set work that matches the needs of all of you, so you are all helped to reach your full potential.
- Help more of you to reach the highest levels by the end of Year 2.
- Ensure that all of you experience good teaching all the time.
- Ensure you know even more about how other people live in different cultures and communities, both in Britain and other countries.

I hope that you continue to work hard and keep enjoying school. Make sure that you listen carefully and follow the advice that staff give you on how to improve your own learning. Thank you once again for letting us see your school.

Yours faithfully

Judith Rundle  
Her Majesty's Inspector

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